

Monkseaton High School

Curriculum Content Maps



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	<i>Year 9 (2 lessons)</i>	<i>YEAR 10 (5 lessons)</i>	<i>YEAR 11 (5 Lessons)</i>	<i>YEAR 12 (6 lesson LC/AG 3 lessons)</i>	<i>YEAR 13 (7 lesson AG/2 lessons CT)</i>
W I N T E R T E R M	Introduction to Art Activate and Construct- Baseline assessment- Still life drawing and written analysis of artist work- Mark Ryden Pumpkin President (3 lessons). Demonstrate and Apply -Development focus- Mark Ryden Looking at developing creative ideas inspired by musical influence. A3 outcome (3 lessons) 3D lesson- Clay Poppy (1 lesson)	Introduction to the GCSE Art course A02 Activate and Construct –The formal elements and how to refine materials and processes Working in an A5 book to record and demonstrate use of the following: Week 1&2 Line, tone, texture using pencil including top tips and working from observation/ secondary sources Week 3 watercolour paint including colour theory and mixing/ control Week 4 & 5 acrylic paint trials and A4 outcome focusing on Surface Texture (invented, simulated.) Week 6& 7 Printmaking with Pattern focus using mono,and printing plates. Homework- 'Journal' documenting techniques and refinement of drawing skills	Express yourself A01/A02/A03/A04 Student have started this project in year 10 and have completed 2 artists. Minimum expectations: Artist research x4 First hand images- photography Development ideas x4 Final outcome x 2 https://www.pinterest.co.uk/lynetticuss/yr-10-express-yourself/	Key Skill Development GCE A Level Art and Design (OCR) – Unit 1 Project 1 'An Investigation into the use of Colour' Introduction to key concepts and overview of course <ul style="list-style-type: none"> Build on prior knowledge if they have studied GCSE Art and investigate other creative paths followed if not to develop other areas of expertise. Develop an understanding of the formal elements in art. Develop technical drawing/ painting/colour theory skills. Develop critical thinking and writing skills around their own responses and the work of others who inspire them. Develop knowledge of how to apply to assessment objectives to project work. Weekly Target setting Mondays 	Personal investigation Module A01/A02/A03/A04/A05 Students to resolve their personal investigation started in yr12 Students will demonstrate a bigger understanding of annotating their own work and produce a supporting essay between 1000 – 1500 words. Weekly target setting- Fridays Complete essay A05
	3D module- Birds with Issues 'Surfers against plastics' Students produce a 3D outcome of a bird, which links to local charity work focussing on plastic in our seas, and what the community can do to support this. Activate and Construct- Research into artists and designers with a 3D focus (1 lesson), presenting work (1 lesson), and designing bird outcome- developing idea 'SCAMPER' (2 lessons). Demonstrate and Apply- Realising work from 2D to 3D. (2 lessons) Further contextual research- 'Albatross' film, researching local charity 'surfers against plastics' Video showing making process- https://www.youtube.com/watch?v=heJARjP3lpY	A01/A02/A03 Demonstrate and Apply -Understanding how to develop an idea Using combinations of the formal elements to develop understanding and knowledge- combining techniques Using artist research to inform an idea – Artist research x2 Completing mini sketchbook of techniques Outcome- mini sketchbook and A3 prep sheets including analysing artists work	Express yourself A01/A02/A03/A04 Minimum expectations: Development ideas x4 Final outcome- mixed media outcome Trial exam (5hrs)- During trial exam week Students will complete their clay head as a splinter outcome for the project.	Key Skill Development GCE A Level Art and Design (OCR) – Unit 1 Project 1 'An Investigation into the use of Colour' <ul style="list-style-type: none"> Continue to build on prior knowledge. Develop new printmaking techniques using intaglio techniques. Develop an understanding of project-based working. Develop analytical and reflective skills of their own creative work. Develop final outcomes for initial project 	Personal investigation Module A01/A02/A03/A04/A05 Students to resolve their personal investigation started in yr12. Focus on experimentation and development Weekly target setting- Thursday Complete essay A05 Final piece A04

S P R I N G T E R M	3D module- Birds with Issues Demonstrate and Apply- Continuation from previous term- Realising work from 2D to 3D. (2 lessons) Activate and Construct- Looking at colour theory and mixing (1 lesson)	Project 1 'Under the Lens' A01/A02/A03 Investigating and developing a project focusing on detail and surface decoration close up - 1 st Coursework module 4x A3 Artist research pages Responding to artists work with own outcomes Reviewing and refining work Sampling Journal/sketchbook to support development	Exam Project A01/A02/A03/A04 Externally set question, students will be issued the paper on their first lesson back Minimum expectations: Artist research x5 First hand images- photography Development ideas x5 Final outcome	Skill Building & Project Development GCE A Level Art and Design (OCR) – <i>Unit 1 Project 2 'A Time and a Place'</i> Develop understanding of the skills and knowledge gained during project 1. <ul style="list-style-type: none"> Students will develop their own starting point using the theme 'A time and a Place' with teacher guidance. Trip to Edinburgh will support this and start initial ideas for the personal investigation project. Students will collect and develop evidence for A01 and A03 reflecting upon and refining skills as they develop. 	Exam Project A01/A02/A03/A04 Development of final piece with refinements and supporting outcomes. Jan-Feb Externally set question, students will be issued the paper in the first week of February first lesson. Minimum expectations: Artist research x5 First hand images Experimentation Development ideas Final outcome Weekly target setting- Friday
	Demonstrate and Apply -applying colour mixing knowledge to apply paint onto sculpture, to enhance 3D (3 lessons) Consolidate and review – evaluate final piece	Under the Lens' A02/A03 Development of idea Focus on experimentation and developing students understanding of the creative process. Journal/sketchbook to support development	Exam Project A01/A02/A03/A04 Minimum expectations: Artist research x5 First hand images- photography Development ideas x5 Final outcome	Skill Building & Project Development GCE A Level Art and Design (OCR) – <i>Unit 1 Project 3 "Personal Investigation"</i> <ul style="list-style-type: none"> Students will research and set out a brief for their personal project intentions with initial links to visual research/inspiration. Students will then collect and develop a large range of evidence for A01 and A03. 	Exam Project A01/A02/A03/A04 Exam (10hrs) 01 st , 02 nd and 03 rd May All preparatory work submitted at 9.10 am 01 st May. No prep work completed once the exam has started. Final coursework deadline Friday 17 th May.
S U M M E R T E R M	Photography module Activate and Construct- Artist research- photographer (1 Lesson) Introduction to basic photography skills- Composition- Photographing the school (1 lesson) Introduction to Photoshop (1 lesson) Demonstrate and Apply- editing photographs using new skills (1 lesson) Developing editing- physical manipulation. (2 lessons)	Under the Lens' A04 Final outcome Planning, reviewing and refining final idea on A3 prep sheets sketchbook to support development	Exam Project A01/A02/A03/A04 Exam (10hrs) 11B- 30 th April and 1 st May 11D- 2 nd May and 3 rd May All preparatory work submitted by 9.10am 30 th April. No work completed once the exam has started. Final coursework deadline Monday 13 th May Final course work mark issued on Friday 17 th May	Skill Building & Project Development GCE A Level Art and Design (OCR) – <i>Unit 1 Project 3 "Personal Investigation"</i> <ul style="list-style-type: none"> Students will research and set out a brief for their personal project intentions with initial links to visual research/inspiration. Students will then collect and develop a large range of evidence for A01 and A03. 	Exam Project A01/A02/A03/A04 Exam (10hrs) 01 st , 02 nd and 03 rd May All preparatory work submitted at 9.10 am 01 st May. No prep work completed once the exam has started. Final coursework deadline Friday 17 th May.

SUBJECT: Business Studies

LT: Sarah Holmes-Long

	YEAR 10 (5 lessons)	YEAR 11 (5 Lessons)		YEAR 12 (9 lessons)		YEAR 13 (9 lessons)	
	GCSE	GCSE	BTEC	A LEVEL	BTEC	A LEVEL	BTEC
W I N T E R T E R M	Business 1: Business Activity 1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 1.3 Business ownership 1.4 Business aims and objectives 1.5 Stakeholders in business 1.6 Business growth	Business 2: Operations 4.1 Production processes 4.2 Quality of goods and services 4.3 The sales process and customer service 4.4 Consumer law 4.5 Business location 4.6 Working with suppliers	Unit 3 – Promoting a Brand <ul style="list-style-type: none"> The importance of branding to businesses Promotion in businesses Elements of the promotional mix and their purposes Promotional activities in business Branding methods and techniques Promoting a brand 	Unit 1 – What is business <ul style="list-style-type: none"> Nature and purpose Business forms External environment Unit 2 – Managers, leadership and decision making <ul style="list-style-type: none"> Understanding management, leadership and decision making Role of stakeholders 	Unit 1 - Exploring Business – <ul style="list-style-type: none"> Features of businesses Stakeholders and their influence Effective business communications Structure and organisation Aims and objectives Unit 2 - Marketing <ul style="list-style-type: none"> The role of marketing Influences on marketing Developing rationale Market research Marketing campaign Marketing mix 	Unit 7 – Analysing strategic position of a business <ul style="list-style-type: none"> Mission/objectives External position External environment Strategic options Unit 8 – Choosing strategic direction <ul style="list-style-type: none"> Strategic direction Strategic positioning 	Unit 3 Personal and Business Finance – <ul style="list-style-type: none"> Managing personal finance Features of financial institutions Features of financial institutions Consumer protection in relation to personal finance Information guidance and advice Purpose of accounting Types of income Types of expenditure Sources of finance Cash flow forecasts Break-even analysis Unit 8 – Recruitment and selection <ul style="list-style-type: none"> Recruitment of staff Recruitment process Ethical/legal Job applications Interviews/skills SWOT
	Business 1: Marketing 2.1 The role of marketing 2.2 Market research 2.3 Market segmentation 2.4 The marketing mix	Business 2: Finance 5.1 The role of the finance function 5.2 Sources of finance 5.3 Revenue, costs, profit and loss 5.4 Break-even 5.5 Cash and cash flow	Unit 3 – Promoting a Brand <ul style="list-style-type: none"> The importance of branding to businesses Promotion in businesses Elements of the promotional mix and their purposes Promotional activities in business Branding methods and techniques Promoting a brand 	Unit 1 – What is business <ul style="list-style-type: none"> Nature and purpose Business forms External environment Unit 2 – Managers, leadership and decision making <ul style="list-style-type: none"> Understanding management, leadership and decision making Role of stakeholders	Unit 1 - Exploring Business <ul style="list-style-type: none"> Features of businesses Stakeholders and their influence Effective business communications Structure and organisation Aims and objectives Unit 2 - Marketing <ul style="list-style-type: none"> The role of marketing Influences on marketing Developing rationale Market research Marketing campaign Marketing mix 	Unit 7 – Analysing strategic position of a business <ul style="list-style-type: none"> Mission/objectives External position External environment Strategic options Unit 9 – Strategic methods <ul style="list-style-type: none"> Assessing change in scale Assessing innovation Internationalisation Digital technology 	Unit 3 Personal and Business Finance – <ul style="list-style-type: none"> Statement of comprehensive income Statement of financial position Measuring profitability Measuring liquidity Measuring efficiency Limitations of ratios Unit 8 – Recruitment and selection <ul style="list-style-type: none"> Recruitment of staff Recruitment process Ethical/legal Job applications Interviews/skills SWOT

equality

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S P R I N G T E R M	Business 1: Marketing 2.1 The role of marketing 2.2 Market research 2.3 Market segmentation 2.4 The marketing mix	Business 2: Finance 5.1 The role of the finance function 5.2 Sources of finance 5.3 Revenue, costs, profit and loss 5.4 Break-even 5.5 Cash and cash flow	<ul style="list-style-type: none"> Unit 8 – Recruitment and Selection in Business Organisational structures and functional areas Job roles and responsibilities Recruitment Developing a job description and person specification Contents of a job description Contents of a person specification Applying for jobs Job interviews Personal audit Career development 	Unit 3 – Marketing <ul style="list-style-type: none"> Marketing objectives Markets and customers Marketing decisions Unit 4 – Operations <ul style="list-style-type: none"> Operational objectives Analysing performance Operational decisions	Unit 1 Exploring Business – <ul style="list-style-type: none"> External environment Internal environment Competitive environment Situational analysis Different market structures Relationship between demand, supply and price Pricing and output decisions Unit 2 Marketing <ul style="list-style-type: none"> The role of marketing Influences on marketing Developing rationale Market research Marketing campaign Marketing mix 	Unit 7 – Analysing strategic position of a business <ul style="list-style-type: none"> Mission/objectives External position External environment Strategic options Unit 9 – Strategic methods <ul style="list-style-type: none"> Assessing change in scale Assessing innovation Internationalisation Digital technology 	Unit 3 Personal and Business Finance – Exam Unit 8 – Recruitment and selection <ul style="list-style-type: none"> Recruitment of staff Recruitment process Ethical/legal Job applications Interviews/skills SWOT
	Business 1: People 3.1 The role of human resources 3.2 Organisational structures and different ways of working 3.3 Communication in business 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development 3.7 Employment law	Business 2: Influences on business 6.1 Ethical and environmental considerations 6.2 The economic climate 6.3 Globalisation	<ul style="list-style-type: none"> Unit 8 – Recruitment and Selection in Business Organisational structures and functional areas Job roles and responsibilities Recruitment Developing a job description and person specification Contents of a job description Contents of a person specification Applying for jobs Job interviews Personal audit Career development 	Unit 3 – Marketing <ul style="list-style-type: none"> Marketing objectives Marketing and customers Marketing decisions Unit 4 – Operations <ul style="list-style-type: none"> Operational objectives Analysing performance Operational decisions	Unit 1 - Exploring Business <ul style="list-style-type: none"> External environment Internal environment Competitive environment Situational analysis Different market structures Relationship between demand, supply and price Pricing and output decisions Unit 2 - Marketing <ul style="list-style-type: none"> The role of marketing Influences on marketing Developing rationale Market research Marketing campaign Marketing mix 	Unit 7 – Analysing strategic position of a business: <ul style="list-style-type: none"> Mission/objectives External position External environment Strategic options Unit 10 – Managing strategic change <ul style="list-style-type: none"> Managing change Organisational culture Strategic implementation Problems with strategy 	Unit 3 - Personal and Business Finance <ul style="list-style-type: none"> Statement of comprehensive income Statement of financial position Measuring profitability Measuring liquidity Measuring efficiency Limitations of ratios Unit 8 - Recruitment and selection <ul style="list-style-type: none"> Recruitment of staff Recruitment process Ethical/legal Job applications Interviews/skills SWOT
S U M M E R T E R M	Business 1: People 3.1 The role of human resources 3.2 Organisational structures and different ways of working 3.3 Communication in business 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development 3.7 Employment law	Revision and exam practice	Revision – coursework extension activities	Unit 5 – Finance <ul style="list-style-type: none"> Financial objectives Financial performance Financial decisions Unit 6 - HR <ul style="list-style-type: none"> HR objectives HR performance HR decisions 	Unit 3 - Personal and Business Finance <ul style="list-style-type: none"> Functions and role of money Different ways to pay Current accounts Unit 8 - Recruitment and selection <ul style="list-style-type: none"> Recruitment of staff Recruitment process Ethical/legal Job applications Interviews/skills SWOT 	Revision and exam practice	Unit 3 - Personal and Business Finance <ul style="list-style-type: none"> Statement of comprehensive income Statement of financial position Measuring profitability Measuring liquidity Measuring efficiency Limitations of ratios Unit 8 - Recruitment and selection <ul style="list-style-type: none"> Recruitment of staff Recruitment process Ethical/legal Job applications Interviews/skills SWOT

	Business 2: Operations 4.1 Production processes 4.2 Quality of goods and services 4.3 The sales process and customer service 4.4 Consumer law 4.5 Business location 4.6 Working with suppliers	Revision	Revision – coursework extension activities	Unit 5 - Finance <ul style="list-style-type: none"> Financial objectives Financial performance Financial decisions Unit 6 - HR <ul style="list-style-type: none"> HR objectives HR performance HR decisions 	Unit 3 - Personal and Business Finance <ul style="list-style-type: none"> Functions and role of money Different ways to pay Current accounts Unit 8 - Recruitment and selection <ul style="list-style-type: none"> Recruitment of staff Recruitment process Ethical/legal Job applications Interviews/skills SWOT 	Revision and exam practice	Unit 3 - Personal and Business Finance <ul style="list-style-type: none"> Statement of comprehensive income Statement of financial position Measuring profitability Measuring liquidity Measuring efficiency Limitations of ratios Unit 8 - Recruitment and selection <ul style="list-style-type: none"> Recruitment of staff Recruitment process Ethical/legal Job applications Interviews/skills SWOT
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Subject: Childcare

LT: Nina Carr-Thoms

	Year 9 N/A	Year 10 N/A	Year 11 N/A	YEAR 12 (9 lessons)	YEAR 13 (9 lessons)
W I N T E R T E R M				BTEC Level 3 Extended Certificate in CPLD Unit 1 – Children’s Development (Exam) (First attempt January 2019) <ul style="list-style-type: none"> Principles of growth and development Areas of development Patterns of development Physical development 	BTEC Level 3 Extended Certificate in CPLD Unit 2 – Development of Children’s Communication, Literacy and Numeracy Skills (Exam) (First attempt January 2019) <ul style="list-style-type: none"> The role of speech, communication and language in children’s development Development of literacy and mathematical skills
				Unit 1 – Children’s Development (Exam) <ul style="list-style-type: none"> Theoretical approaches Applying theories to early years practice Work Experience placement 12th November (1 week)	Unit 2 – Development of Children’s Communication, Literacy and Numeracy Skills (Exam) <ul style="list-style-type: none"> Supporting writing and numeracy development Supporting the concept of multilingualism Work Experience placement 12th November (1 week)
S P R I N G T E R M				Unit 1 – Children’s Development (Exam) Applying theories of social and emotional development to early years practice	Unit 6 – Children’s Physical Development and Care Needs <ul style="list-style-type: none"> Physical needs of children Approaches to supporting physical development and care needs
				Unit 3 – Play and Learning <ul style="list-style-type: none"> Play types and opportunities The benefits of play for children 	Unit 6 – Children’s Physical Development and Care Needs <ul style="list-style-type: none"> Planning for physical care routines and activities Support physical development and care needs
S U M M E R T E R M				Unit 3 – Play and Learning <ul style="list-style-type: none"> Theoretical perspectives to learning and development Curriculum approaches to play Influences in current early years practice Work Experience Placement 10th June (1 week)	Unit 6 – Children’s Physical Development and Care Needs <ul style="list-style-type: none"> Signs of illness Responding to children who are unwell Support for children with ongoing health conditions
				Unit 3 – Play and Learning <ul style="list-style-type: none"> Professional skills for supporting purposeful play and learning Supporting children’s purposeful play and learning activities 	

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achievement

Subject: Food Technology

LT: Ian Peake

	Year 9	YEAR 10 (5 lessons)	YEAR 11 (5 Lessons)	YEAR 12 (9 lessons)	YEAR 13 (9 lessons)
W I N T E R M	Introduction to food and health studies Individual baseline assessment on skills Focus on food health and hygiene Basic food skills and their importance Focus on the Eatwell Guide and its impact on your health and wellbeing Individual assessment on skills and self-review	Introduction to hospitality course structure and assessment framework Level 2 Hospitality Hospitality Industry A understand the structure and service provision in the hospitality industry B understand hospitality operations C understand how current issues and trends impact on businesses within the hospitality industry.	BTEC Level 2 Hospitality Unit 2 internal coursework LA A and B (3Lessons) A understand effective working skills in the hospitality industry B use working skills in a hospitality situation. Unit 1 Hospitality Industry external examination LA A,B and C A understand the structure and service provision in the hospitality industry B understand hospitality operations C understand how current issues and trends impact on businesses within the hospitality industry.	WJEC Level 3 Diploma in Food Science and Nutrition Course Introduction Unit 1 initial assessment Meeting Nutrition Needs of Specific Groups <i>Internal and external assessment</i>	WJEC Level 3 Diploma in Food Science and Nutrition Course Introduction Unit 1 initial assessment Meeting Nutrition Needs of Specific Groups <i>Internal and external assessment</i> Unit 4 Current Issues in Food Science and Nutrition
	Health and wellbeing Looking at dietary needs and the impact of poor dietary choices Common physical and mental consequences to health and growth Changes to lifestyles with a FAKE away instead of a Take away. To prove healthy diets can still be enjoyable and delicious	Level 2 Hospitality Hospitality Industry A understand the structure and service provision in the hospitality industry B understand hospitality operations C understand how current issues and trends impact on businesses within the hospitality industry.	BTEC Level 2 Hospitality Unit 2 internal coursework LA A and B (3Lessons) A understand effective working skills in the hospitality industry B use working skills in a hospitality situation. Unit 1 Hospitality Industry external examination LA A,B and C A understand the structure and service provision in the hospitality industry B understand hospitality operations C understand how current issues and trends impact on businesses within the hospitality industry.	WJEC Level 3 Diploma in Food Science and Nutrition Course Introduction Unit 1 initial assessment Meeting Nutrition Needs of Specific Groups <i>Internal and external assessment</i>	WJEC Level 3 Diploma in Food Science and Nutrition Course Introduction Unit 1 initial assessment Meeting Nutrition Needs of Specific Groups <i>Internal and external assessment</i> Unit 4 Current Issues in Food Science and Nutrition
S P R I N G	Health and wellbeing Looking at dietary needs and the impact of poor dietary choices Common physical and mental consequences to health and growth Changes to lifestyles with a FAKE away instead of a Take away. To prove healthy diets can still be enjoyable and delicious	Level 2 Hospitality Theory Internal coursework A understand food safety when dealing with food in the hospitality industry Practical 2 lessons A understand how to plan a nutritious meal	BTEC Level 2 Hospitality Unit 2 internal coursework LA A and B (4Lessons) Assignments 1-3 to be completed Unit 1 Hospitality Industry external examination LA A,B and C (1 lesson) A understand the structure and service provision in the hospitality industry B understand hospitality operations C understand how current issues and trends impact on businesses within the hospitality industry.	WJEC Level 3 Diploma in Food Science and Nutrition Course Introduction Unit 1 initial assessment Meeting Nutrition Needs of Specific Groups <i>Internal and external assessment</i> Unit 2 Ensuring Food is Safe to Eat	WJEC Level 3 Diploma in Food Science and Nutrition Course Introduction Unit 1 initial assessment Meeting Nutrition Needs of Specific Groups <i>Internal and external assessment</i> Unit 4 Current Issues in Food Science and Nutrition
	Health and wellbeing Pizza project Using knowledge gained on healthy diets students will produce designs for a health pizza. Nutrients: carbohydrates SUGAR hidden and obvious Protein its purpose and need in a diet Fats function and purpose in diet	Level 2 Hospitality Theory Internal coursework B understand safety legislation and regulations that control safe working practices in the hospitality industry. Practical 2 lessons B be able to prepare food in a safe and hygienic manner C be able to cook and finish food in a safe and hygienic manner.	BTEC Level 2 Hospitality Unit 2 internal coursework LA A and B (4Lessons) Assignments 1-3 to be completed Unit 1 Hospitality Industry external examination LA A,B and C (1 lesson) A understand the structure and service provision in the hospitality industry B understand hospitality operations C understand how current issues and trends impact on businesses within the hospitality industry.	WJEC Level 3 Diploma in Food Science and Nutrition Course Introduction Unit 1 initial assessment Meeting Nutrition Needs of Specific Groups <i>Internal and external assessment</i> Unit 2 Ensuring Food is Safe to Eat	WJEC Level 3 Diploma in Food Science and Nutrition Course Introduction Unit 1 initial assessment Meeting Nutrition Needs of Specific Groups <i>Internal and external assessment</i> Unit 4 Current Issues in Food Science and Nutrition
S U M M E R	Health and wellbeing Indian and Italian cuisine Using knowledge gained on healthy diets students will produce designs for a health pizza. Nutrients: carbohydrates SUGAR hidden and obvious Protein its purpose and need in a diet Fats function and purpose in diet	Level 2 Hospitality Health and Safety in Hospitality (2Lessons) Assignment completion and internal assessment Planning a meal (3 lessons) Leading to completion of assignment Assignment completion and internal assessment	BTEC Level 2 Hospitality Unit 2 internal coursework LA A and B (4Lessons) Assignments 1-3 to be completed Unit 1 Hospitality Industry external examination LA A,B and C (1 lesson) A understand the structure and service provision in the hospitality industry B understand hospitality operations C understand how current issues and trends impact on businesses within the hospitality industry.	WJEC Level 3 Diploma in Food Science and Nutrition Course Introduction Unit 1 initial assessment Meeting Nutrition Needs of Specific Groups <i>Internal and external assessment</i> Unit 2 Ensuring Food is Safe to Eat	WJEC Level 3 Diploma in Food Science and Nutrition Course Introduction Unit 1 initial assessment Meeting Nutrition Needs of Specific Groups <i>Internal and external assessment</i> Unit 4 Current Issues in Food Science and Nutrition

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achievement



T E R M	Health and wellbeing Using knowledge gained on healthy diets students will produce designs for a health pizza. Nutrients: carbohydrates SUGAR hidden and obvious Protein its purpose and need in a diet Fats function and purpose in diet	Level 2 Hospitality Hospitality Industry examination A understand the structure and service provision in the hospitality industry B understand hospitality operations C understand how current issues and trends impact on businesses within the hospitality industry.	BTEC Level 2 Hospitality Resit revision Unit 1 Hospitality Industry external examination LA A,B and C A understand the structure and service provision in the hospitality industry B understand hospitality operations C understand how current issues and trends impact on businesses within the hospitality industry.	WJEC Level 3 Diploma in Food Science and Nutrition Course Introduction Unit 1 initial assessment Meeting Nutrition Needs of Specific Groups <i>Internal and external assessment</i> Unit 2 Ensuring Food is Safe to Eat	WJEC Level 3 Diploma in Food Science and Nutrition Course Introduction Unit 1 initial assessment Meeting Nutrition Needs of Specific Groups <i>Internal and external assessment</i> Unit 4 Current Issues in Food Science and Nutrition
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Subject: French

LT: Sarah Graham

	Year 9 Foundation course for GCSE (1½ terms) (5 lessons)	YEAR 10 GCSE French (AQA) (5 lessons)	YEAR 11 GCSE French (AQA) (5 Lessons)	YEAR 12 AS French (AQA) (9 lessons)	YEAR 13 A2 French (AQA) (9 lessons)
W I N T E R T E R M	French Introduction to the Francophone world Phonics/revision of basics <u>Liberté, égalité, fraternité: The spirit of France</u> Customs & Festivals (life in France- French hand-writing/pen pals/key tourist destinations/French history- what made France the country it is today)	Theme 1: Identity and culture Topic 1: Me, my family and friends <i>Relationships with family and friends</i> <i>Marriage/partnership</i>	Theme 2: Local, national, international and global areas of interest Topic 4: Travel and tourism (review)	<u>Artistic culture in the French-speaking world</u> A culture proud of its heritage; National, regional & local heritage How heritage reflects culture Heritage & tourism Contemporary francophone music; Contemporary Francophone music Who listens to & appreciates this music? How to preserve this music?	<u>Aspects of political life in the French-speaking world</u> Teenagers, the right to vote and political commitment For or against the right to vote? Young people & political engagement – motivated? What's the future for politics? Demonstrations, strikes – who holds the power? The power of unions Demonstrations & strikes – are they effective?
	French My life as a teenager/millennial Free-time activities Music Cinema and TV Technology in everyday life Social media / Mobile technology	Theme 1: Identity and culture Topic 3: Free-time activities <i>Music</i> <i>Cinema and TV</i> Topic 2: Technology in everyday life <i>Social media</i> <i>Mobile technology</i>	Theme 2: Local, national, international and global areas of interest Topic 2: Social issues <i>Charity/voluntary work</i> <i>Healthy/unhealthy living</i> Topic 3: Global issues <i>The environment</i> <i>Poverty/homelessness</i>	<u>Aspects of French-speaking society: current trends</u> The changing nature of family; Grandparents, parents & children worries/problems Single/ same-sex parenting, new-style families Life as a couple – new trends	Different attitudes towards political tensions Politics and immigration Political solutions to the question of immigration Immigration & political parties Political engagement among immigrants Study of novel in preparation for Paper 2 writing an essay
S P R I N G T E R M	French My health Staying active - Sport Healthy/unhealthy living - Food	Theme 1: Identity and culture Topic 3: Free-time activities <i>Food and eating out</i> <i>Sport</i>	Theme 3: Current & future study & employment Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions	<u>Aspects of French-speaking society: current trends</u> The 'cyber-society'; Who are cyber-users? How technology helps daily life What dangers does a 'cyber-society' pose?	<u>Aspects of French-speaking society: current issues</u> Positive features of a diverse society Enrichment due to ethnic mix Diversity, tolerance & respect Diversity – learning for life Life for the marginalised Who are they? What help is there for the marginalised? What are the attitudes towards the marginalised?
	Introduction to the Spanish language Phonics/basic greetings/personal information ¡Viva España! An introduction to the Spanish-speaking world Life in Spain- climate, traditions eg saints days (numbers/months) Geography of Spain Customs & Festivals	Theme 1: Identity and culture Topic 4: Customs and festivals in Spanish-speaking countries/communities	Revision programme	<u>Aspects of French-speaking society: current trends</u> The place of voluntary work; Who are the volunteers and what do they do? Charity work – it's value for those it helps Charity work – it's value for those who help	How criminals are treated Attitudes towards criminality Prison – success or failure? Other sanctions
S U M M E R T E R M	My world Home, town, neighbourhood and region The environment	Theme 2: Local, national, international and global areas of interest Topic 1: Home, town, neighbourhood and region		<u>Artistic culture in the French-speaking world</u> Cinema: the 7th art form; Why is it the 7 th art? A national passion? <i>The evolution of cinema – an outline</i>	
	My education My studies & Life at school/college	Theme 2: Local, national, international and global areas of interest Topic 4: Travel and tourism		Bridging week research task to prepare for the A Level course; <u>Aspects of political life in the French-speaking world</u> Teenagers, the right to vote and political commitment For or against the right to vote? Young people & political engagement Political make-up of France Film study (Au Revoir les Enfants) in preparation for Paper 2 writing an essay Summer work: Individual Research Project	

equality

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SUBJECT: Geography

LT: Colin Robinson

	Year 9 (4 lessons)	YEAR 10 (5 lessons)	YEAR 11 (5 Lessons)	YEAR 12 (10 lessons)	YEAR 13 (10 lessons)
W I N T E R T E R M	Hazards including Earthquakes, Volcanoes, Hurricanes and Tornadoes	Coastal Landscapes including waves, erosional and depositional features, coastal management and Lyme Regis case study. River landscapes including erosion and deposition and associated landforms, flood management and Banbury case study.	Hazards including earthquakes, volcanoes, atmospheric circulation, tropical storms, flooding and extreme weather in UK. Human Geography Fieldwork – Inequalities in Housing in Whitley Bay	Contemporary Urban Environments - urbanisation and associated issues, urban climate, urban drainage and sustainable urban growth. Case studies of Byker and Jesmond to contrast inequalities. Rivers Fieldwork – Ingram Valley Write up with sessions on statistical techniques	Contemporary Urban Environments – urbanisation and associated issues, urban climate, urban drainage and sustainable urban growth. Case studies of Byker and Jesmond to contrast inequalities.
	Climate change causes, effects and solutions	Urban Change including Rio de Janeiro and London case studies and sustainable urban living.	Hazards including climate change and greenhouse effect, causes, impacts and management	Water and Carbon Cycle including water and carbon cycles as natural systems, all aspects of carbon and carbon cycles and their links to climate. Case studies of tropical rainforest and River Tyne	Water and Carbon Cycle including water and carbon cycles as natural systems, all aspects of carbon and carbon cycles and their links to climate. Case studies of tropical rainforest and River Tyne
S P R I N G T E R M	Ecosystems – including basic parts of ecosystems and then looking in detail at Rainforest and Hot Desert biomes.	Urban Change continued Resource Management including energy, water and food issues in UK	Economic Development – including development indicators and case studies on Nigeria and Post-Industrial UK Pre-release material for Unit 3 to go through (available March 2019)	Water and Carbon Cycle continued Changing Places including nature and importance of places, knowing and understanding places, dynamics of places. Also case studies of Brick Lane and Whitley Bay Visit to Whitley Bay including Clone Town Study	Water and Carbon Cycle continued
	Development – key indicators, causes, effects and solutions	Resource Management including global food supply and demand and sustainability	Economic Development to complete Revision	Changing Places continued Coasts including coastal systems and processes, coastal landscape development, coastal management and case studies of Pevensey Bay, East Sussex and Sundarbans, Bangladesh	Complete NEA and revision

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S U M M E R T E R M	Tourism- changes in tourism and future trends	Economic Development – including development indicators and case studies on Nigeria and Post-Industrial UK	Revision	Coasts continued and fieldwork at Marsden Bay Possible AS exam on Contemporary Urban Environments, Water and Carbon Cycles, changing Places and fieldwork	Revision
	Dream Holiday Project	Physical Geography Fieldwork at Blyth Beach looking at longshore drift. Complete Economic Development Work	Revision	NEA – pupils start work on own investigation including fieldwork and start to write up	Revision prior to exam then leaving

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achievement

SUBJECT: Health and Social Care**LT: Claire Shorting**

	Year 9 N/A	YEAR 10 (5 lessons)	YEAR 11 (5 Lessons)	YEAR 12 (18 lessons)	YEAR 13 (18 lessons)
W I N T E R T E R M		BTEC Level 2 Tech Award in H&SC Component 1 –Human lifespan development <ul style="list-style-type: none"> Human growth and development across the life stages PIES growth and development 	BTEC Level 2 Tech Award in H&SC Component 3 – Health & Wellbeing (exam first attempt January 2019) <ul style="list-style-type: none"> Health & wellbeing improvement plans Obstacles to implementing 	BTEC Level 3 National Diploma in H&SC Unit 1 – Human Lifespan Development (Exam) (First attempt January 2019) <ul style="list-style-type: none"> Development across the life stages Nature/nurture debate Factors that affect development Unit 7 Principles of Safe Practice in Health & Social Care <ul style="list-style-type: none"> Duty of care, abuse & neglect 	BTEC Level 3 National Diploma in H&SC Unit 2 – Working in Health & Social Care (Exam) (First attempt January 2019) <ul style="list-style-type: none"> Roles & responsibilities within H&SC Organisations that regulate H&SC Unit 8 Promoting Public Health – (assignment1) <ul style="list-style-type: none"> Strategies for public health Monitoring health of the population
		Component 1 –Human lifespan development <ul style="list-style-type: none"> Factors affecting growth and development Physical factors Social and cultural factors Economic factors 	Component 2 – Health & Social Care Services and Values <ul style="list-style-type: none"> Health & Social care services How different services meet service user needs 	Unit 1 – Human Lifespan Development (Exam) <ul style="list-style-type: none"> Major life events, the effects of ageing Unit 7 Principles of Safe Practice in Health & Social Care <ul style="list-style-type: none"> Legislation, policies & procedures Work Experience Placement 12th November (1 week)	Unit 2 – Working in Health & Social Care <ul style="list-style-type: none"> Working with people with specific needs Work Experience 12th November (1 week) Unit 8 Promoting Public Health- (assignment 1) <ul style="list-style-type: none"> Factors affecting health Improving health of the nation Unit 4 -Enquiries into Current Research in H&SC <ul style="list-style-type: none"> Purpose and issues of research
S P R I N G T E R M		Component 1 –Human lifespan development <ul style="list-style-type: none"> Different types of life events Physical events, relationships life circumstances. Coping with change caused by life events 	Component 2 – Health & Social Care Services and Values <ul style="list-style-type: none"> Barriers to accessing services Types of barrier How can the barriers be overcome 	Unit 5 – Meeting Individual Care and Support Needs (assignment 1) <ul style="list-style-type: none"> Skills, attributes Ethical issues, legislation and guidance Unit 6 Work Experience in Health & Social Care (assignment 1) <ul style="list-style-type: none"> Skills & attributes Exploring career options Preparing for work experience 	Unit 14 Physiological Disorders and their care <ul style="list-style-type: none"> Investigate causes of physiological disorders Unit 4 -Enquiries into Current Research in H&SC (First attempt January 2019) <ul style="list-style-type: none"> Research methods, skills Carrying out secondary research Unit 8 Promoting Public Health- (assignment 2) <ul style="list-style-type: none"> Approaches to promoting public health Disease prevention and control methods
		Component 3 – Health & Wellbeing <ul style="list-style-type: none"> Factors affecting health & wellbeing Definition of health Physical and lifestyle factors Social, emotional and cultural factors	Component 2 – Health & Social Care Services and Values <ul style="list-style-type: none"> Care values Empowering and promoting independence 	Unit 5 – Meeting Individual Care and Support Needs (assignment 2) <ul style="list-style-type: none"> Challenges, personalisation Communication techniques Unit 6 Work Experience in Health & Social Care (assignment 2) <ul style="list-style-type: none"> Work experience tasks 	Unit 14 Physiological Disorders and their care <ul style="list-style-type: none"> Investigation and diagnosis Treatment and support Unit 8 Promoting Public Health- (assignment 2) <ul style="list-style-type: none"> Features of health promotion campaigns Barriers to participation
S U M M E R T E R M		Component 3 – Health & Wellbeing <ul style="list-style-type: none"> Factors affecting health & wellbeing Economic factors Environmental factors Life events 	Component 2 – Health & Social Care Services and Values <ul style="list-style-type: none"> Safeguarding and duty of care Reviewing own application of care values 	Work Experience Placement 10th June (1 week) Unit 5 – Meeting Individual Care and Support Needs (assignment 3) <ul style="list-style-type: none"> How agencies work together Confidentiality, managing information Unit 6 Work Experience in Health & Social Care (assignment 3) <ul style="list-style-type: none"> Reviewing personal and professional development using feedback 	Unit 14 Physiological Disorders and their care <ul style="list-style-type: none"> Develop a treatment plan for service users Unit 8 Promoting Public Health- (assignment 2) <ul style="list-style-type: none"> Models and theory of behaviour change Approaches to increasing public awareness
		Component 3 – Health & Wellbeing <ul style="list-style-type: none"> Interpreting health indicators Physiological indicators (pulse, blood pressure, peak flow, BMI) Lifestyle indicators		<ul style="list-style-type: none"> Review of the year Preparation tasks for next year's units	

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SUBJECT: History

RAL: Leanne Sidney

		YEAR 9: 4 lessons	YEAR 10: 5 lessons (Edexcel)	YEAR 11: 5 lessons (Edexcel)	YEAR 12: 9 lessons (AQA)		YEAR 13: 9 lessons (AQA)	
W I N T E R T E R M		1. Causes of World War One / trench warfare 2. WW1 Technology 3. Remembrance 4. Inter-war Germany	Paper 2 Option B1: Anglo-Saxon and Norman England c.1060-1088 • Edward The Confessor • Battle of Hastings Paper 2 Option B1: Anglo-Saxon and Norman England c.1060-1088 • Rebellion and the harrying of the North • Normanisation Trial Exam	Paper 3: Weimar and Nazi Germany 1918-1939 • Challenges to the Republic 1918-1923 • Recovery 1924-1929 • Hitler's rise 1929-1933 Paper 3: Weimar and Nazi Germany 1918-1939 • Dictatorship and control 1933-39 • Life in Nazi Germany 1933-39 • Trial Exam	Unit 2B taught by LHS England 1445-50 England 1450-60 Trial Exam	Unit 1H taught by MK Russia 1855 - 1894 Russia 1855 - 1894 Trial Exam	Unit 2B taught by LHS England 1483 - 1499 Non-exam assessment: 3-3,500 words Trial Exam	Unit 1H taught by AMT Russia 1917-1941 Russia 1917-1941 Trial Exam
S P R I N G T E R M		5. Causes of WW2 5. Theatres of war and WW2 technology	Paper 1 Section B: Crime and Punishment c.1000 to present day • Saxon and Norman Justice • Medieval Justice • Britain 1500-1750	Paper 2 Section A: The Cold War c.1941-1991 Trial Exam	England 1460-1465 Trial Exam England 1465-1471	Russia 1894-1917 Trial Exam Russia 1894-1917	Non-exam assessment Non-exam assessment: submission Easter 2019 (20% A level)	Russia 1941-1964 Trial exam Russia 1941-1964
		6. The Holocaust	Paper 1 Section B: Crime and Punishment c.1000 to present day • Britain 1500-1750 • Industrial Britain	Paper 2 Section A: The Cold War c.1941-1991				
S U M M E R T E R M		The Holocaust 7. Key events in the Cold War	Paper 1 Section B: Crime and Punishment c.1000 to present day • 20 th Century Justice Paper 1 Section A: Whitechapel c.1870-1900	REVISION	England 1471-1483 Trial Exam	Russia 1917-1941 Trial Exam	REVISION	REVISION
		Trial Exam Key events in the Cold War	Trial Exam Paper 1 Section A: Whitechapel c.1870-1900	GCSE Paper 1: 1h 15 30% GCSE Paper 2: 1h 45 40% GCSE Paper 3: 1h 20 30%	England 1471-1483	Russia 1917-1941	A2 EXAM 2h 30 m (40% A level)	A2 EXAM 2h 30 m (40% A level)

SUBJECT: ICT and Computing

LT: Sarah Holmes-Long

	Year 9	YEAR 10 (5 lessons)		YEAR 11 (5 Lessons)	YEAR 12 (9 lessons)	YEAR 13 (9 lessons)
W I N T E R T E R M	eSafety Introduction to the school IT system, aspects of eSafety, dangers and prevention strategies and the law and eSafety	Creative iMedia Unit 2 – Creating Digital Graphics Learning Outcome 1 – the purpose and properties of digital graphics. Start assessment using LO1. Learning Outcome 2 – Planning the creating of a digital graphic. Continue with assessment using LO2 theory.	GCSE Computer Science Component 1 – Computer Systems Systems Architecture and memory. Component 2 - Computational thinking, algorithms and programming Translators, computational logic. Component 3 – Programming Project	CiDA Unit 1 – Developing Web Products Audience and Purpose, client briefs and the project life cycle, site structure, consistency, composition and page design, accessibility.	Unit 2 – Creating Systems to Manage Information Normalisation, basic database skills – importing data and creating tables, forms, queries and reports. Unit 3 – Using Social Media in Business How businesses use social media, case studies on how it is done well and poorly. Data analysis techniques relating to social media success.	Unit 1 – Information Technology Systems Transmitting Data – connectivity, networks, issues and data security. Operating Online – online communities, implications for businesses. Unit 6 – Website Development Understand the principles of website development – purpose and principles of website products, factors affecting performance.
	Hardware and Processing Input, output and storage, specialist hardware, inside the computer, operating systems, application software, specialist software, networking	Unit 2 – Creating Digital Graphics Learning Outcome 3 – Create a digital graphic. Start assessment using LO3 theory.	Component 2 - Computational thinking, algorithms and programming Algorithms, production, producing robust programs, programming techniques. Component 3 – Programming Project Programming development.	Unit 1 – Developing Web Products Content selection and preparation, coding, testing, evaluation. Practical exam practice and revision.	Unit 2 – Creating Systems to Manage Information Database relationship types, complex queries and reports. Unit 3 – Using Social Media in Business Assignment 1 - Evaluating the use of social media in business.	Unit 1 – Information Technology Systems Protecting Data and Information – Threats to data, protection strategies. Impact of ICT Systems – online services, impact on organisations. Issues – moral and ethical issues, legal issues. Unit 6 – Website Development Assignment 1 – Understand the principles of website development
S P R I N G T E R M	Data and Data Representation, Programming Binary, working with binary, fundamentals of programming, basics of Python programming – variables, calculations	Unit 1 – Pre-production skills Learning Aim 1 – purpose and content of preproduction, types of planning techniques, diagrams and scripts. Learning Aim 2: Interpreting client requirements, timescales, work plans and scheduling, identifying the target audience,	Component 1 – Computer Systems Storage, systems software, wired and wireless networks. Component 2 - Computational thinking, algorithms and programming Programming techniques Component 3 – Programming Project Programming development.	Unit 1 – Developing Web Products Sit Exam in the January series. Unit 3 – Artwork and Imaging Complete evidence for the Food Festival Assignment.	Unit 2 – Creating Systems to Manage Information Database relationship types, complex queries and reports. Exam practice. Unit 3 – Using Social Media in Business How businesses use social media, case studies on how it is done well and poorly. Data analysis techniques relating to social media success.	Unit 1 – Information Technology Systems Exam Unit 6 – Website Development Designing a website to meet requirements – design, common tools for design, scripting languages. Practical content - how to design a website using Dreamweaver.
	Programming continued. Python programming – creating and executing functions, creating a basic UI.	Unit 1 – Pre-production skills Learning Outcome 3 – creating pre-production techniques, file formats. Learning Outcome 4 – reviewing preproduction materials and identifying areas for improvement.	Component 2 - Computational thinking, algorithms and programming Producing robust programs. Component 3 – Programming Project Programming development.		Unit 2 – Creating Systems to Manage Information Assessment Walkthrough and skills revisited. Unit 3 – Using Social Media in Business Assignment 2 - Evaluating the use of social media in business.	Unit 6 – Website Development Assignment 2 - Designing and developing a website to meet client requirements.

S U M M E R T E R M	Design and Digital Graphics Tools of graphics programs, creating bitmap and vector images, creating 3D images using graphics software.	Examination - Unit 1 – Pre-production skills Unit 2 – Creating Digital Graphics Learning Outcome 4- Be able to review a digital graphic. Completing the assessment using LO4.	Component 1 – Computer Systems Network topologies, protocols and layers. Component 2 - Computational thinking, algorithms and programming Data representation and programming techniques. Component 3 – Programming Project Programming development.	Unit 1 – Developing Web Products Resit Exam in the June series.	Unit 2 – Creating Systems to Manage Information Exam June series. Unit 3 – Using Social Media in Business Assignment 2 - Evaluating the use of social media in business.	Unit 1 – Information Technology Systems Exam June series. Unit 6 – Website Development Final submission – assignment 2
	Design and Digital Graphics, Website Development Using HTML and CSS, creating stylesheets, hyperlinking, embedding images and videos.	Unit 2 – Creating Digital Graphics Completing the assessment for Unit 2.	Component 1 – Computer Systems Component 2 - Computational thinking, algorithms and programming Component 3 – Programming Project Programming development and SQL.		Unit 1 – Information Technology Systems Digital Devices in IT systems – digital devices and their use, peripheral devices, software, emerging technologies, choosing IT systems.	

SUBJECT: Mathematics**LT: Paul Thompson**

	Year 9	YEAR 10 (5 lessons)	YEAR 11 (5 Lessons)	YEAR 12 (9 lessons)	YEAR 13 (9 lessons)
W I N T E R	Integers & place value (F). Decimals (F). Indices (F). Powers & roots (F). Factors, multiples & primes (F). Algebra: the basics (F). Charts & graphs (F). Table Expressions & formulas (F). Expanding & Factorising (F).	Averages (F). Perimeter & Area (F). Volume (F). Real-life Graphs (F). Straight-line Graphs (F). Transformations (F). Ratio & Proportion (F).	Indices & Standard Form (F). Statistics & Sampling (F). Similarity & Congruence (F). Vectors (F). Rearranging Formulas (F). Graphs of cubic & reciprocal (F). Simultaneous Equations (F).	(Pure, Applied and Higher/Further). Algebraic Methods (P). Differentiation (P). Integration (P). Trial Exams (P). Equations & Inequalities (P). Circles (P). Binomial Expansion (P). Statistical Sampling (A). Presentation & Interpretation (A). Probability (A). Distributions (A).	Binomial Expansion. Numerical Methods. Functions & Graphs. Parametric Equations. Trial Exams.
	Calculations & rounding (H). Indices, Roots & Reciprocals (H). Factors, multiples & primes (H). Standard form (H). Surds (H). Algebra: the basics (H). Solving equations (H). Rearranging formulas (H). Sequences (H). Averages & range (H). Bar charts; Pie charts; Scatter graphs & Histograms (H).	Perimeter & Area (H). Circles (H). Volume (H). Accuracy & Bounds (H). Loci & Constructions (H). Simultaneous Equations (H). Transformations (H). Inequalities (H)	Rearranging Formulas (H). Surds (H). Algebraic Fractions (H). Proof (H). Vectors (H). Reciprocal & exponential graphs (H). Gradient & area under graphs (H). Direct & inverse proportion (H). Functions (H). Iteration (H). Venn Diagrams (H). Completing the square (H).	Trial Exams (A). Hypothesis Testing (A). Quantities & units in Mechanics (A). Kinematics 1 (A). Complex Numbers (H). Series (H). Trial Exams (H). Algebra & Functions (H). Calculus (H). Matrices (H).	Sequences & Series. Vectors. Radians.
S P R I N G	Pie Charts (F). Scatter graphs. Fractions (F). Fractions & Decimals (F). Percentages (F). Equations and Inequalities (F).	Pythagoras & Trigonometry (F). Probability (F). Compound Measures (F). Rates of change (F). Plans & Elevations (F). Loci & Constructions (F). Bearings (F). Expanding & Factorising Fractions (F).	Statistics Review (F). Revision (F). Trial Exams (F). Final Countdown Revision Programme (F).	Trigonometry Identities & Equations (P). Trial Exams (P). Trigonometry Ratios (P). Graphs (P). Surds & Indices (P). Straight Line Graphs (P) Quadratics (P). Vectors (P).	Trigonometry Functions. Trigonometry & Modelling. Trial Exams.
	Scatter graphs and Fractions (H). Percentages; Ratio & proportion (F). Angles in polygons & parallels (H).	Probability (H). Compound measures (H). Similarity & Congruence (H). Trigonometry Graphs (H). Repeated proportional change (H). Further Trigonometry (H). Data (H). Cumulative Frequency (H). Histograms (H).	Revision (H). Trial Exams (H). Final Countdown Revision Programme (H).	Kinematics 1 (A). Forces & Newton's Laws (A). Trial Exams (A). Forces & Newton's Laws (A). Forces & Newton's Laws (A). Kinematics 2 (A). Matrices (H). Trial Exams (H). Matrices (H). Proof (H). Vectors (H).	Vectors. Differentiation. Integration.
S U M M E R	Sequences (F). Properties of shapes (F). Angle facts (F) Angles in polygons (F). Problem Solving (F). Functional Skills Activity (F).	Graphs (F). Circles (F). Cylinders, Cones & Spheres (F). Problem Solving (F).	Final Countdown Revision Programme (F). Exams (F). GCSE Stats Revision (F). GCSE Stats Exam (F).	Vectors (P). Exponentials & Logarithms (P). Revision (P). Algebraic Methods (P). Revision (A). Vectors (H).	Revision.
	Pythagoras' Theorem (H). Basic Trigonometry (H). Graphs: basics & real-life (H). Coordinate geometry (H). Linear graphs (H). Quadratic & cubic graphs (H). Problem Solving (H). Functional Skills Activity (H).	Quadratic Equations (H). Quadratics (H). Circle Theorems (H). Circle Geometry (H). Problem Solving (H).	Final Countdown Revision Programme (H). Exams (H). GCSE Stats Revision (H). GCSE Stats Exam (H).	AS Exams (Pure, Applied and Higher/Further).	Exams.

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SUBJECT: Media Studies

LT: Kathryn Furness

	YEAR 11 (5 lessons)	YEAR 12 (9 lessons)	YEAR 13 (9 lessons)
W I N T E R T E R M	Introduction to Media Studies, key concepts, etc. GCSE Media Studies (Eduqas) Component Two Section A: TV genre (Crime drama) Analysis of full length product (Luther, Series 1, Episode 1), key sequences and representations Context (Social, cultural, historical and political) Industry and Audience issues Revision from Year One	GCE A-level Media Studies (Eduqas) Introduction to key concepts and overview of course Component Two Section A – Television analysis (Humans) Component Two Section B – Magazine analysis (Woman's Realm) Exam Practice	GCE A-level Media Studies (Eduqas) Revision of Year One Exam Practice Component Three Component One Section A – Music Video Component One Section A and B – Newspapers
	GCSE Media Studies (Eduqas) Component Two Section A: TV genre (Crime drama) Exam practice Introduction and analysis of 10-minute sequence from comparison product (The Sweeney, Series 1, Episode 1) Component One Section B: Radio Industry (The Archers) Revision from Year One	GCE A-level Media Studies (Eduqas) Component Two Section C– Online analysis (Zoella) Component One Section A and B – analysis of Advertising and Marketing texts Component One Section A – analysis of Music Video text Component One Section B – analysis of Film Marketing texts Exam Practice	GCE A-level Media Studies (Eduqas) Revision of Year One Exam Practice Component One Section B – Film Marketing Component Two Section A – Television analysis (The Returned)
S P R I N G T E R M	GCSE Media Studies (Eduqas) Component Two Section B: Music Video and online media Analysis of Taylor Swift's Bad Blood video Analysis of Pharrell Williams' Freedom video Analysis of Michael Jackson's Black or White video Revision from Year One	GCE A-level Media Studies (Eduqas) Component One Section A– analysis of Newspaper texts Component One Section B– analysis of Radio, Video Game and Newspaper texts	GCE A-level Media Studies (Eduqas) Revision of Year One and Year Two Exam Practice Component Two Section B – Magazines (Huck) Component Two Section B – Online Media (Attitude)
	GCSE Media Studies (Eduqas) Component Two Section B: Music Video and online media Analysis of online, social and participatory media for Taylor Swift and Pharrell Williams Industry and Audience issues Exam Practice Revision from Year One	GCE A-level Media Studies (Eduqas) Component Three – practical production Revision of Component One Revision of Component Two Exam Practice	GCE A-level Media Studies (Eduqas) Revision of Year One and Year Two Exam Practice
S U M M E R T E R M	GCSE Media Studies (Eduqas) Revision and exam practice	GCE A-level Media Studies (Eduqas) Component Three – practical production Revision of Component One Revision of Component Two Exam Practice	GCE A-level Media Studies (Eduqas) Revision of Year One and Year Two Exam Practice
		GCE A-level Media Studies (Eduqas) Component Three – practical production Revision of Component One Revision of Component Two Exam Practice	

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SUBJECT: Music

LT: Joanna Bruce

Term	Dates	Year 9 Music and Drama	Year 10 Performing Arts	Year 10 Music	Year 11 Music
W I N T E R T E R M	Sept –Oct 2018	MUSIC Understanding Music (7 lessons) Aims and objectives <ul style="list-style-type: none"> Developing knowledge of the elements of music. Exploring how the elements of music are used and developed. Listening to music from classical to modern day. Developing keyboard skills. 	<ul style="list-style-type: none"> Introduction to the course Acting skills and techniques audit Health and safety Voice Movement Performance space 	<ul style="list-style-type: none"> Introduction to the course. Baseline assessment including solo performance and analysis. Comp 1: Key vocabulary and music theory. Regular Music theory homework. Beginning Area of Study 1: Western Classical Tradition - Baroque period. Comp 2: Solo performance: select and rehearse. Comp 3: Compositional exercises developing knowledge of harmony, accompaniment and melody. 	<ul style="list-style-type: none"> Comp 1: Area of Study 2 - Popular Music, beginning Western Classical music Comp 2:: Trialling and rehearsing ensemble pieces Comp 3: Finalising, recording and writing programme note for Free composition. Begin Composition to a brief.
	Oct –Dec 2018	DRAMA Pantomime (7 lessons) Aims and objectives. <ul style="list-style-type: none"> Understanding what is Pantomime Stereotypes in pantomime. Develop use of comedy Explore the use of song Explore traditional pantomime stories <ul style="list-style-type: none"> Perform an extract of a pantomime 	<ul style="list-style-type: none"> Naturalism Physical theatre Stanislavski Brecht Component 2: Lord of the Flies (trial exam) 	<ul style="list-style-type: none"> Comp 1: Western Classical tradition: Classical and Romantic period. Continue music theory homework. Comp 2: Solo performance: rehearse and record. Comp 3: Begin Free composition. 	<ul style="list-style-type: none"> Comp 1: Study piece 2: Beatles Sgt. Pepper's Comp 2:: Rehearsing ensemble and solo performance. Comp 3: Explore ideas for Composition to a brief, developing bassline, harmony and melodic ideas.
S P R I N G T E R M	Jan-Feb 2019	MUSIC African (6 lessons) Aims and objectives: <ul style="list-style-type: none"> Learning about African music tradition. Developing musical ideas and composition. Collaborative learning. Developing musical rhythmic notation 	<ul style="list-style-type: none"> Component 2: Curious incident of the dog in the night. Interim acting skills and techniques audit Devising and understanding the play. Written work to log workshops. 	<ul style="list-style-type: none"> Comp 1: Area of Study 4: Western Classical tradition since 1910. Comp 1: Study piece 1: Haydn Symphony 101. Continue music theory homework. Comp 2: Solo performance: rehearse and record. Comp 3: Explore ideas for Free composition, developing bassline, harmony and melodic ideas. 	<ul style="list-style-type: none"> Comp 1: Area of Study 3: Traditional Music Comp 2: Final ensemble and performance recorded. Re-record performances to improve grade if necessary. Comp 3: Composition further development and improvement of Composition to a brief. Trial exam
	Feb-Mar 2019	DRAMA Physical theatre (6 lessons) Aims and objectives. <ul style="list-style-type: none"> Develop sketch making skills Explore addressing the audience Develop gesture and mime Explore physical theatre Create an original script 	<ul style="list-style-type: none"> Component 2: Curious incident of the dog in the night. Devising and understanding the play. Written work to log workshops. Preparation for exam 	<ul style="list-style-type: none"> Comp 1: Study piece 1: Haydn Symphony 101. Comp 1: Elements of music and listening skills. Continue music theory homework. Comp 2: Solo performance: rehearse and record. Comp 3: Composition further development and improvement of Free Composition. 	<ul style="list-style-type: none"> Comp 1: Revision and strengthening of exam technique Comp 2: All recordings completed. Comp 3: Both compositions completed.

S U M M E R T E R M	Apr-May 2019	MUSIC Arrangements/Musicals (5 lessons) Aims and objectives <ul style="list-style-type: none"> • Learn what a musical is. • Learn about typical structures used in musicals. • Develop ensemble performance skills, using either keyboard, guitar or vocal. • Learn how to create music using Cubase 	<ul style="list-style-type: none"> • Component 2: The Curious Incident of the Dog in the Night-time. • Completion of written work to log workshops and skills development. • Final acting skills and techniques audit • Performance (exam) • Evaluation of component 2. 	<ul style="list-style-type: none"> • Comp 1: Elements of music and listening skills. • Comp 2: Solo performance: rehearse and record for end of year assessment. • Comp 3: Review and improve. • Prepare for trial exams. 	<ul style="list-style-type: none"> • Comp 1: Revision of all Areas of study and elements of music for final exam.
	Jun-Jul 2019	DRAMA Musicals (6 lessons) Aims and assessment <ul style="list-style-type: none"> • Study a musical – performers, writers and director. • Explore the use of song • Explore dance and movement • Perform an extract of a musical using the music created in last half term's music lessons. 	<ul style="list-style-type: none"> • Introduction to Component 1 • Different jobs and roles in the industry • How and why theatre is created • Interrelationships between features of a performance. • Creative intention 	<ul style="list-style-type: none"> • Comp 1: Preparation for trial exam. • Comp 2: Ensemble performance: researching and trialling ideas. • Comp 3: Completed <p>END OF YEAR GRADE AND FEEDBACK ON ALL THREE COMPONENTS.</p>	

Subject: PE

LT: Sean Hay

	Year 9 Core PE	YEAR 10 (5 lessons) PAJ / MH / KD – all x5 lessons over 2 week cycle	YEAR 11 (5 Lessons over two week cycle) SRH JEM PAJ (3x theory & 2x practical) JS x3 (theory only)	YEAR 12 (9 lessons over two week cycle) PAJ x5 JEM x4	YEAR 13 (9 lessons over two week cycle) SRH x5 MH x4												
W I N T E R T E R M	Week commencing 3 rd September-14 th September Baseline testing (ALL) Sports complete in 4 week blocks <table><tr><th>Boys</th><th>Girls</th><th>Mixed</th></tr><tr><td>Rugby</td><td>Rugby</td><td>Badminton</td></tr><tr><td>Badminton</td><td>Football</td><td>Rugby (Tag) / Football (Gaelic)</td></tr><tr><td>Football</td><td>Netball</td><td>Indoor Hockey</td></tr></table>	Boys	Girls	Mixed	Rugby	Rugby	Badminton	Badminton	Football	Rugby (Tag) / Football (Gaelic)	Football	Netball	Indoor Hockey	PAJ AQA GCSE Physical Education MH/KD OCR Level 1/2 Cambridge National Certificate in Sport Studies GCSE: Physical Training OCR Cambridge National: R051 = Contemporary Issues in Sport	SRH/JEM Pearson BTEC Level 2 Award in Sport PAJ/JS AQA GCSE Physical Education SRH & JEM Unit 2 Practical Sports Performance (started Jun 18) PAJ & JS Sports Psychology	Sept - Oct GCE A Level PE (OCR) JEM 2.1 Skill Acquisition (AS level content ONLY) PAJ Anatomy and physiology (AS level content ONLY)	Sept - Oct GCE A Level PE (OCR) SRH 2.1 Skill Acquisition (A level content ONLY) 2.2 Sports Psychology (A level content ONLY) MH Biomechanics (A level content ONLY) Linear motion, angular motion, fluid mechanics and projectile motion
	Boys	Girls	Mixed														
Rugby	Rugby	Badminton															
Badminton	Football	Rugby (Tag) / Football (Gaelic)															
Football	Netball	Indoor Hockey															
As above		GCSE: Anatomy and Physiology including aerobic and anaerobic OCR Cambridge National: R051 = Contemporary Issues in Sport	SRH & JEM Unit 2 Practical Sports Performance (started Jun 18) PAJ & JS Movement Analysis – levers, axis, planes, muscle action, analysis of selected movement.	Nov – Dec JEM 2.2 Sports Psychology (AS level content ONLY) PAJ Anatomy and physiology (AS level content ONLY)	Nov – Dec SRH 2.2 Sports Psychology (A level content) MH Energy for exercise Environmental effects on body systems												
S P R I N G T E R M	<table><tr><th>Boys</th><th>Girls</th><th>Mixed</th></tr><tr><td>Fitness</td><td>Badminton</td><td>Table Tennis</td></tr><tr><td>Volleyball</td><td>Trampolining</td><td>Fitness</td></tr><tr><td>Table Tennis</td><td>Fitness</td><td>Netball/Basketball</td></tr></table>	Boys	Girls	Mixed	Fitness	Badminton	Table Tennis	Volleyball	Trampolining	Fitness	Table Tennis	Fitness	Netball/Basketball	GCSE: Movement Analysis OCR Cambridge National: R051 = Contemporary Issues in Sport (potentially sit exam in Jan 2019 TBC) Begin - R052: Developing Sports Skills	SRH & JEM Unit 5 Training for Personal Fitness PAJ & JS Commercialisation and Technology	Jan - Feb JEM 2.2 Sports Psychology (AS level content ONLY) 2.3 Sport & Society (3.1 for A level) PAJ Exercise physiology (AS level content ONLY)	Jan - Feb 4.1 SRH & MH – EAPI Talks SRH 3.2 Contemporary Issues MH Energy for exercise Environmental effects on body systems
	Boys	Girls	Mixed														
Fitness	Badminton	Table Tennis															
Volleyball	Trampolining	Fitness															
Table Tennis	Fitness	Netball/Basketball															
As above		GCSE: Socio-Cultural Influences and/or Health and Fitness OCR Cambridge National: R052: Developing Sports Skills	SRH & JEM Unit 5 Training for Personal Fitness PAJ & JS Use of data Also need to revisit A&P, Health and Fitness and Ethical Issues	Mar-Apr JEM 2.3 Sport & Society (3.1 for A level) PAJ Exercise physiology (AS level content ONLY) + Biomechanics (AS level content ONLY)	Mar-Apr SRH 3.2 Contemporary Issues MH Injury prevention and the rehabilitation of injury												
S U M M E R	<table><tr><th>Boys</th><th>Girls</th><th>Mixed</th></tr><tr><td>Softball</td><td>Rounders</td><td>Rounders</td></tr><tr><td>Athletics</td><td>Tennis</td><td>Volleyball</td></tr><tr><td>Tennis</td><td>Athletics</td><td>Short Tennis</td></tr></table>	Boys	Girls	Mixed	Softball	Rounders	Rounders	Athletics	Tennis	Volleyball	Tennis	Athletics	Short Tennis	GCSE: Sports Psychology OCR Cambridge National: R052: Developing Sports Skills	SRH & JEM Unit 6 Leading Sports Activities PAJ & JS Practical Moderation – Date TBC Examinations (provisional) Paper 1 15 th may 2019 Paper 2 17 th May 2019	Apr – May JEM 2.3 Sport & Society (3.1 for A level) PAJ Biomechanics (AS level content ONLY) EAPI Talks to be completed (if required) AS Practical Moderation (if required) – Date TBC AS Examinations (provisional) Paper 1 (1h15 70 marks) 17 th May 2019 Paper 2 (1h15 70 marks) 20 th May 2019	Apr – May SRH Revision (2.1 Skill Acquisition, 2.2 Sports Psychology, 3.1 Sport & Society, 3.2 Contemporary Issues) MH Revision (1.1 A&P, 1.2 Exercise Physiology and 1.3 Biomechanics) A Level Practical Moderation – Date TBC
Boys	Girls	Mixed															
Softball	Rounders	Rounders															
Athletics	Tennis	Volleyball															
Tennis	Athletics	Short Tennis															

T E R M	As above	GCSE: Sports Psychology End of Year 10 Assessments OCR Cambridge National: R052: Developing Sports Skills	<i>GCSE PE Students will have completed the course and will be able to revise for additional exams they are sitting.</i> <i>BTEC students may need this time to complete any outstanding units.</i>	Jun – Jul Internal AS Examinations Papers as above – week/date TBC Start Y13 content JEM 2.1 Skill Acquisition (A level content ONLY) PAJ Biomechanics	Jun – Jul A level Examinations (provisional) Paper 1 (2h 90 marks) 23 rd May 2019 PM Paper 2 (1h 60 marks) 5 th June 2019 PM Paper 3 (1h 60 marks) 11 th June 2019 PM
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equality

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achievement

Subject: BTEC PE

LT: Sean Hay

	Year 9	YEAR 10	YEAR 12 BTEC First KD / JS / PAJ	YEAR 12 BTEC Level 3 SRH / JEM / MH	YEAR 13 BTEC level 3 KD / PAJ / JEM
W I N T E R T E R M			Pearson BTEC Level 1/Level 2 First Certificate – equivalent to 2 GCSEs = 8 Units Sept - Oct <div>Externally assessed unit</div> KD Unit 1 Fitness for Sport PAJ Unit 2 Practical Sports Performance JS Unit 7 Anatomy and Physiology for Sport	Sept - Oct MH Unit 3 (M) Professional Development in Sport Industry JEM Unit 5 (O) Application of Fitness Testing SRH Unit 7 (M) Practical Sports Performance	Sept - Oct <div>Externally assessed unit</div> KD – Unit 9 Research Methods in Sport PAJ – Unit 22 Investigating Business in Sport JEM – Unit 19 Provision and Development
			Nov - Dec <div>Externally assessed unit</div> KD Unit 1 Fitness for Sport PAJ Unit 2 Practical Sports Performance JS Unit 7 Anatomy and Physiology for Sport Enter students for Unit 1 and 7 exam (Nov to Dec 2018 – Date TBC)	Nov - Dec MH Unit 3 (M) Professional Development in Sport Industry JEM Unit 5 (O) Application of Fitness Testing SRH Unit 7 (M) Practical Sports Performance	Nov - Dec <div>Externally assessed unit</div> KD – Unit 9 Research Methods in Sport PAJ – Unit 22 Investigating Business in Sport JEM – Unit 19 Provision and Development
S P R I N G T E R M			Jan – Feb PAJ Unit 3 The Mind and Sports Performance JS Unit 5 Training for personal Fitness KD Unit 6 Leading Sports Activities	Jan – Feb <div>Externally assessed unit</div> MH Unit 1 (M) Anatomy and Physiology JEM Unit 2 (M) Fitness Training & Programming SRH Unit 4 (M) Sports Leadership	Jan – Feb Students to sit external assessments/exams – Exam Dates TBC in 2018 PAJ – Unit 22 Investigating Business in Sport JEM – Unit 19 Provision and Development Begin units; KD Unit 24 (O) Performance Analysis JEM Unit 23 (M) Skill Acquisition PAJ Unit 17 (O) Sports Injury Management
			Mar - Apr PAJ Unit 3 The Mind and Sports Performance JS Unit 5 Training for personal Fitness KD Unit 6 Leading Sports Activities	Mar - Apr <div>Externally assessed unit</div> MH Unit 1 (M) Anatomy and Physiology JEM Unit 2 (M) Fitness Training & Programming SRH Unit 4 (M) Sports Leadership	Mar - Apr KD Unit 24 (O) Performance Analysis JEM Unit 23 (M) Skill Acquisition PAJ Unit 17 (O) Sports Injury Management
S U M M E R T E R M			Apr -May Unit 10 Injury and the Sports Performer Unit 11 Running a Sports Event (TBC)	Apr -May Revision and preparation for assessments/exams MH Unit 1 (M) Anatomy and Physiology JEM Unit 2 (M) Fitness Training & Programming Exam dates TBC in 2019 SRH, JEM and MH to share; Unit 8 (M) Coaching for Performance	Apr -May Finish; KD Unit 24 (O) Performance Analysis JEM Unit 23 (M) Skill Acquisition PAJ Unit 17 (O) Sports Injury Management Resit any externally assessed units required Units 1, 2, 19, 22 Dates TBC
			Jun-Jul Unit 10 Injury and the Sports Performer Unit 11 Running a Sports Event (TBC)	Jun – Jul SRH, JEM and MH to share; Unit 8 (M) Coaching for Performance	Jun – Jul PAJ JEM KD Unit 10 (O) Sport Event Organisation

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achievement

SUBJECT: Photography

LT: Claire Tomlinson

	Year 9	YEAR 10 (5 lessons)	YEAR 11 (5 Lessons)	YEAR 12 (9 lessons – 6 CT & 3 AC)	YEAR 13 (9 lessons – 7AC & 2CT)
W I N T E R T E R M		Key Skill Development GCSE Photography (AQA) – <i>Unit 1 Project 1 'Identity'.</i> <i>Digital Format to Save on Printing</i> <ul style="list-style-type: none"> Introduce students to basic GCSE expectations, the formal elements of photography and Photoshop. Develop an understanding of the formal elements in photography. Develop critical thinking and writing skills around their own photographs and the work of others who inspire them. Develop knowledge of how to apply to assessment objectives to project work. 	Skill Building & Project Development GCSE Photography (AQA) – <i>Unit 1 Project 2 'Elements'.</i> <ul style="list-style-type: none"> Reflection on progress of year 10. Review ideas and potential outcomes. Develop main final pieces. Focused development of final outcomes, based on previous experimentation – personalised outcomes. 	Key Skill Development GCE A Level Photography (OCR) – <i>Unit 1 Project 1 'Portraiture Through Photography'</i> Introduction to key concepts and overview of course <ul style="list-style-type: none"> Build on prior knowledge if they have studied GCSE Photography. Develop an understanding of the formal elements in photography. Develop technical camera skills. Develop critical thinking and writing skills around their own photographs and the work of others who inspire them. Develop knowledge of how to apply to assessment objectives to project work. 	AC to add as Lead Teacher GCE A Level Photography (OCR) – <i>Unit 1 Project 2 'Personal Investigation'</i>
		Key Skill Development GCSE Photography (AQA) – <i>Unit 1 Project 1 'Identity'.</i> <i>Digital Format to Save on Printing</i> <ul style="list-style-type: none"> Develop basic Photoshop skills and manual editing skills. Develop an understanding of project-based working. Develop analytical and reflective skills of their own creative work. Develop final outcomes for initial project. 	Skill Building & Project Development GCSE Photography (AQA) – <i>Unit 1 Project 3 'Mock exam'.</i> <i>Aimed at the Higher Ability Students.</i> <i>Lower ability students will use this time to work with CT to catch up and develop a wider range of strong outcomes.</i> <ul style="list-style-type: none"> Reflection on progress of year 10 projects. Certain students may have to continue to develop final outcomes for main Elements project if needed – add in specific intervention for these students when required. Remaining students will collect and develop evidence for A01/AO2/AO3/AO4 with as little teacher support as possible following their response to a chosen theme on a previous exam paper. This will lead to final outcomes being produced during their mock exam time. Self-reflection of mock exam and preparation for the real exam paper. 	Key Skill Development GCE A Level Photography (OCR) – <i>Unit 1 Project 1 'Portraiture Through Photography'</i> <ul style="list-style-type: none"> Continue to build on prior knowledge if they have studied GCSE Photography. Develop Photoshop skills, digital editing skills and manual editing skills. Develop an understanding of project-based working. Develop analytical and reflective skills of their own creative work. Develop final outcomes for initial project. 	GCE A Level Photography (OCR) – <i>Unit 1 Project 2 'Personal Investigation'</i>
S P R I N G T E R M		Skill Building & Project Development GCSE Photography (AQA) – <i>Unit 1 Project 2 'Elements'.</i> <ul style="list-style-type: none"> Students produce a strong photography project for their coursework that covers all assessment objectives. Students research photographers to inspire their own ideas and photoshoots. Students take photoshoots following research. Build on individual skill level and continue adding to their skill set with camera skills and experimentation. Students reflect and analyse the success of each of their own photoshoots. 	Exam Project GCSE Photography (AQA) – <i>Unit 2 Externally Set Task.</i> <ul style="list-style-type: none"> Students will collect and develop evidence for A01/AO2/AO3. Following inspiration from their photographer research, students edit their photographs by exploring digital editing on Photoshop and manual editing such as working into printed images. 	Skill Building & Project Development GCE A Level Photography (OCR) – <i>Unit 1 Project 2 'Urban Environment'</i> <ul style="list-style-type: none"> Develop understanding of the skills and knowledge gained during project 1. Students will develop their own starting point within the theme of 'Urban Environment' with teacher guidance. Trip to Edinburgh will support this and start initial ideas for the personal investigation project. Students will collect and develop evidence for A01 and AO3 reflecting upon and refining skills as they develop. 	GCE A Level Photography (OCR) – <i>Unit 1 Project 2 'Personal Investigation'</i> GCE A Level Photography (OCR) – <i>Unit 2 Project 1 'Exam'</i>

		Skill Building & Project Development GCSE Photography (AQA) – <i>Unit 1 Project 2 'Elements'.</i> <ul style="list-style-type: none"> Students will collect and develop evidence for A01/AO2/AO3. Following inspiration from their photographer research, students edit their photographs by exploring digital editing on Photoshop and manual editing such as working into printed images. 	Exam Project GCSE Photography (AQA) – <i>Unit 2 Externally Set Task.</i> <ul style="list-style-type: none"> Students will explore the formal elements of photography within their photoshoots and experimentations, to develop their project in a purposeful and meaningful way to produce final outcomes (AO4). Students will produced their main final outcomes during their 10hour controlled exam time. 	Skill Building & Project Development GCE A Level Photography (OCR) – <i>Unit 1 Project 2 'Urban Environment'</i> <ul style="list-style-type: none"> Students will demonstrate a bigger understanding of annotating their own work and produce a mini supporting essay between 500 – 1500 words. Wider experimentation explored to develop ideas for AO2 and AO4. Clear presentation of final outcomes. 	GCE A Level Photography (OCR) – <i>Unit 2 Project 1 'Exam'</i>
S U M M E R T E R M		Skill Building & Project Development GCSE Photography (AQA) – <i>Unit 1 Project 2 'Elements'.</i> <ul style="list-style-type: none"> Students will explore the formal elements of photography within their photoshoots and experimentations, to develop their project in a purposeful and meaningful way to produce final outcomes (AO4). 	Moderation & End of Year Show GCSE Photography (AQA) – <ul style="list-style-type: none"> Students will present their work for moderation and the end of year show before being signed off as completed the course. 	Skill Building & Project Development GCE A Level Photography (OCR) – <i>Unit 1 Project 3 'Personal Investigation'</i> <ul style="list-style-type: none"> Students will research and set out a brief for their personal project intentions with initial links to visual research/inspiration. Students will then collect and develop a large range of evidence for A01 and AO3. 	Moderation & End of Year Show GCE A Level Photography (OCR) –
		Skill Building & Project Development GCSE Photography (AQA) – <i>Unit 1 Project 2 'Elements'.</i> <ul style="list-style-type: none"> Students will continue to explore the formal elements of photography within their photoshoots and experimentations, to develop their project in a purposeful and meaningful way to produce final outcomes (AO4). 		Skill Building & Project Development GCE A Level Photography (OCR) – <i>Unit 1 Project 3 'Personal Investigation'</i> <ul style="list-style-type: none"> Following inspiration from their photographer research, students edit their photographs by exploring digital editing on Photoshop and manual editing such as working into printed images. Building a strong body of work for AO2. Individual techniques and ideas will be developed using digital and manual skills and processes. Summer project linking to targets and individual student project ideas. 	

SUBJECT: PSHE

LT: Suzette Thompson

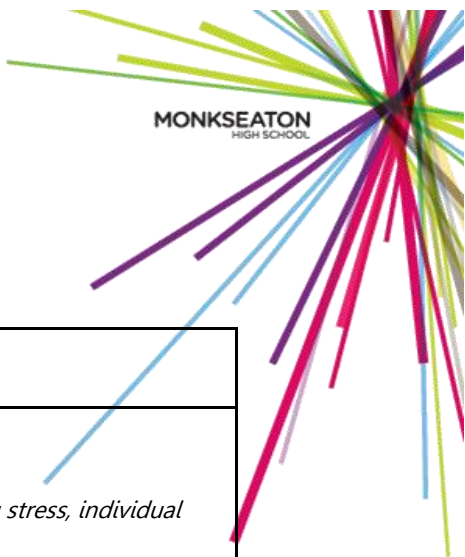
	Year 9 (once a week)	YEAR 10 (once a fortnight)	YEAR 11 (once a fortnight)
W I N T E R T E R M	The Making of Me What makes us the person we are? Nature versus nurture	Drugs Education Particular focus on the drugs that are the main concern in the North East of England- Alcohol, smoking, cannabis.	Sex and Relationships What makes a healthy relationship? Abuse in relationships Consent The role of the internet, including grooming. Child sexual exploitation.
	Religion and Beliefs The basic beliefs of Christianity and Islam. Beliefs surrounding moral issues in Islam and Christianity.	Drugs Education Drugs, which are a main concern in the North East of England- Alcohol, smoking, cannabis.	Sex and Relationships What makes a healthy relationship? Abuse in relationships Consent The role of the internet, including grooming. Child sexual exploitation. LGBTQ issues. Including history of LGBTQ
S P R I N G T E R M	Prejudice and Discrimination Types of prejudice and discrimination and its history. Specific focus on sexism, racism, ageism, homophobia and Islamaphobia.	Citizenship (Politics, extremism, radicalisation) Democracy versus dictatorship. The main political parties in the UK. The creation of the law and social policies.	LGBTQ issues. Including history of LGBTQ
	Prejudice and Discrimination As above Health (diet, exercise) Healthy versus wealthy diet.	Citizenship (Politics, extremism, radicalisation) How people become radicalised. Recent history of radicalisation, terrorism and extremism.	Thinking about the future: Money management. The world of work
S U M M E R T E R M	Health (eating disorders and mental health) Anorexia and bulimia. Causes of and treatment of mental health. Particular focus on stress and depression.	Mental Health (Dealing with emotions) Particular focus on stigmatisation	Exam prep/ revision strategies
	Sex and Relationships Education Discussions surrounding contraception, healthy relationships, STIs and consent.	Mental Health (Dealing with emotions) Particular focus on stigmatisation	Exams

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achievement



SUBJECT: Psychology

LT: Hannah Heron

	YEAR 12 (9 lessons)	YEAR 13 (9 lessons)
W I N T E R	<u>Paper 1</u> Cognitive Psychology - <i>Memory with Research Methods (Capacity, Duration, Encoding, Models of Memory, Forgetting)</i>	<u>Paper 2 (A level)</u> Biopsychology with Issues and Debates/Research Methods (<i>Biological Rhythms</i>)
	Developmental Psychology - <i>Attachment with Research Methods (Caregiver-infant interactions, animal studies, explanations (learning theory and Bowlby's Monotropic theory)</i>	<u>Paper 3 (A level)</u> Stress with <i>Issues and Debates/Research Methods (Stress response, stress and illness, sources of stress, measuring stress, individual differences, coping with stress)</i>
T E R M	<u>Paper 1</u> Cognitive Psychology - <i>Memory with Research Methods (Long term memory, Eye witness testimony and Cognitive Interview)</i>	<u>Paper 3 (A level)</u> Aggression with <i>Issues and Debates/Research Methods (Neural and hormonal, ethological, evolutionary explanations of aggression)</i>
	Developmental Psychology - <i>Attachment with Research Methods (Strange Situation, Bowlby's maternal deprivation hypothesis and the influence of early attachment on childhood and adult relationships)</i>	
S P R I N G	Social Psychology – Social Influence with Research Methods (<i>Conformity, Obedience, Resisting these pressures, Minority influence and social change</i>)	<u>Paper 3 (A level)</u> Relationships with <i>Issues and Debates/Research Methods (Attraction, theories of romantic relationships, Duck's model of breakdown)</i>
	<u>Paper 2 (AS and A level)</u> Approaches with Research Methods (<i>Origins of Psychology, Biological, Learning, Cognitive approaches</i>)	Aggression with <i>Issues and Debates/Research Methods (Social Psychological explanations, institutional aggression and Media influence on aggression)</i>
T E R M	<u>Paper 2 (AS) Paper 1 (A level)</u> Psychopathology with Research Methods (<i>Definitions, OCD, Phobias, Depression</i>)	<u>Paper 3 (A level)</u> Relationships with <i>Issues and Debates/Research Methods (Virtual relationships, Parasocial relationships, Evolutional explanation for partner preferences</i>
	<u>Paper 2 (AS and A level)</u> Approaches – <i>Biopsychology (year 12) with Research Methods (Nervous system, Neurons, endocrine system, Fight or flight response)</i>	Preparation for the exam for Issues and Debates/Research Methods
S U M M E R	Revision and Exams	Revision and Exams
	<u>Paper 2 (A level)</u> Approaches with <i>Issues and Debates/Research Methods (Psychodynamic approach)</i>	Revision and Exams
	Biopsychology with <i>Issues and Debates/Research Methods (Localisation and lateralisation of the brain, brain plasticity, ways of studying the brain)</i>	

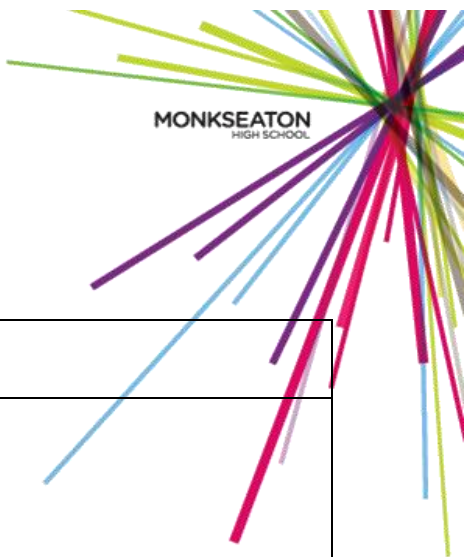
SUBJECT: Science

LT: Louise Dickson

	Year 9	YEAR 10 (5 lessons)	YEAR 11 (5 Lessons)	YEAR 12 Biology (9 lessons)	YEAR 12 Chemistry (9 lessons)	YEAR 12 Physics (9 lessons)	YEAR 12 BTEC Applied Science (9 lessons)	YEAR 13 Biology (9 lessons)	YEAR 13 Chemistry (9 lessons)	YEAR 13 Physics (9 lessons)	YEAR 13 BTEC Applied Science (9 lessons)
	The GCSE in Combined Science requires students to develop the skills, knowledge and understanding of all 3 sciences and working scientifically. In year 9, 10 and 11 the students are taught on a rota where they change teachers and topic every 4-6 weeks										
W I N T E R T E R M	Edexcel GCSE Combined Science	Edexcel GCSE Combined Science	Edexcel GCSE Combined Science	AQA GCE AS Biology	Physical chemistry	AQA GCE AS Physics	BTEC Level 3 Certificate in Applied Science	AQA GCE A-level Biology	AQA GCE A-level Chemistry	AQA GCE A-level Physics	BTEC Level 3 Extended Certificate in Applied Science
	Transition and Health and Safety Biology Topic 1 – Key concepts in biology (Cells) Chemistry Topic 1 – Key concepts in chemistry (Atomic structure and periodic table) Physics Topic 2 – Motion and forces	Rota with teacher and topic change every 6 weeks Biology Topic 2 – Cells and control Chemistry Topic 8 – Fuels and Earth science Biology Topic 3 – Genetics Chemistry topic 2 – The periodic table and bonding Chemistry Topic 2 – States of matter and mixtures Physics Topic 4/5 – Waves and Light and the electromagnetic spectrum	Rota with teacher and topic change every 4 weeks Biology Topic 6/9 – Plant structures and their functions and Ecosystems and material cycles Chemistry Topic 3 – Chemical change (Acids and Electrolytic processes) Physics Topic 10 – Electricity and circuits + revision for paper 1 content for trial exams	Topic 1 - Biological molecules (LDI) Topic 2 - Cells (AMW)	Atomic structure Amount of substance Bonding Organic chemistry Introduction to organic chemistry Alkanes Halogenoalkanes Alkenes	Measurements and their errors (covered throughout) First half term: Particles and radiation	2 units of which both are mandatory and 1 is external. Unit 2 Practical Scientific Procedures and Techniques A Undertake titration and colorimetry to determine the concentration of solutions (BJ) C Undertake chromatographic techniques to identify components in mixtures (LR)	Topic 5 - Energy transfers in and between organisms (AMW) 7 Genetics, populations, evolution and ecosystems (LDI)	Physical chemistry Rate equations Organic chemistry Optical isomerism Aldehydes and ketones Carboxylic acids and derivatives Physical chemistry Equilibrium constant K_p for homogeneous Acids and bases	Further mechanics (SHM) Fields (electric and magnetic) and their consequences	4 units of which 3 are mandatory and 2 are external. Unit 3 - Science Investigation Skills (BJ) Unit 8 - Physiology of Human Body Systems (LDI/AMW)
						Second half term: Electricity	B Undertake calorimetry to study cooling curves (LR) D Review personal development of scientific skills for laboratory work (BJ)				

S P R I N G T E R M			Rota with teacher and topic change every 4 weeks	Topic 3 - <u>Organisms exchange substances with their environment</u> (AMW) Topic 4 <u>Genetic information, variation and relationships between organisms</u> (LDI)	Inorganic chemistry Oxidation, reduction and redox equations Group 2, the alkaline earth metals Group 7(17), the halogens Physical chemistry Energetics Kinetics Chemical equilibria, Le Chatelier's principle and <i>K_c</i>	First half term: Mechanics and materials	Unit 1 Principles and Applications of Science I (BJ and LR)	Topic 6 - <u>Organisms respond to changes in their internal and external environments</u> (AMW) 8 <u>The control of gene expression</u> (LDI)	Organic chemistry Aromatic chemistry Amines Polymers Amino acids, proteins and DNA Inorganic chemistry Electrode potentials and electrochemical cells Transition metals Reactions of ions in aqueous solution Properties of Period 3 elements and their oxides	First half term: Thermal and Nuclear	Unit 3 - Science Investigation Skills 9/5/19 task set and marked by Pearson • 60 marks.
	Rota with teacher and topic change every 6 weeks Biology Topic 1 – Key concepts in biology (Enzymes)	Rota with teacher and topic change every 6 weeks Biology Topic 4 – Natural selection and genetic modification	Biology Topic 7/8 – Animal coordination, control and homeostasis and Exchange and transport in animals Chemistry Topic 4/6 – Extracting metals and equilibria and energy changes and Groups in the periodic table Physics Topic 12/13/14 – Magnetism and the motor effect and Electromagnetic induction and Particle model			Second half term: Waves				Second half term: Astrophysics option	Unit 8 - Physiology of Human Body Systems (LDI/AMW)

S U M M E R T E R M	Chemistry Topic 2 – States of matter, mixtures and separation Physics Topic 3 – Conservation of energy	Chemistry Topic 2/7 - Calculations involving masses and Rates of reaction Biology Topic 5 – Health, disease and the development of medicines Physics Topic 2 - Energy and Forces Physics Topic 6 – Radioactivity Chemistry Topic 8 - Atmosphere	GCSE Combined Science Revision Focus on Physics Topic 8/9/15 – Energy – forces doing work and Forces and their effects and Forces and matter Biology paper 1 14/5/19 Chemistry paper 1 16/5/19 Physics paper 1 22/5/19		Organic chemistry Alcohols Organic analysis Inorganic chemistry Periodicity Year 13 Physical chemistry Thermodynamics		Unit 1 Written examination set and marked by Pearson. 21/5/19 and 22/5/19 • 2 hours. • 90 marks. This unit covers some of the key science concepts in biology, chemistry and physics.	Revision	Organic chemistry Organic synthesis Nuclear magnetic resonance spectroscopy Chromatography	Physics paper 1 20/5/19 Physics paper 2 24/5/19	Possible resit of Unit 1 Written examination set and marked by Pearson. 21/5/19 and 22/5/19 • 2 hours. • 90 marks. This unit covers some of the key science concepts in biology, chemistry and physics.
			GCSE Combined Science Revision Biology paper 2 7/6/19 Chemistry paper 2 12/6/19 Physics paper 2 14/6/19	Starting Topic 7 <u>Genetics</u> , <u>populations</u> , <u>evolution and ecosystems</u> (LDI/AMW)		After exams, start on “A2” content: Gravitational fields and circular motion	Starting Unit 3 - Science Investigation Skills	Biology paper 1 6/6/19 Biology paper 2 13/6/19 Biology paper 3 17/6/19	Chemistry paper 1 4/6/19 Chemistry paper 2 11/6/19 Chemistry paper 3 19/6/19	Physics paper 3 3/6/19	



SUBJECT: Sociology

LT: Hannah Heron

	YEAR 12 (10 lessons)	YEAR 13 (10 lessons)
WINTER TERM	<u>Paper 1</u> Education (Class differences in educational achievement) <u>Paper 2</u> Families and Households (Industrialisation and the family and is the family universal) <u>Paper 2 (AS)</u> Research Methods (Types and key terms)	<u>Paper 2 (A level)</u> Beliefs (Religion as a force for Change or a conservative force) <u>Paper 3 (A level)</u> Crime and Deviance (Functionalism and strain and subculture)
	<u>Paper 1</u> Education (Ethnic differences in educational achievement) <u>Paper 2</u> Families and Households (Functionalism and Feminism) <u>Paper 2 (AS)</u> Research Methods (Advantages and Disadvantages of methods)	<u>Paper 2 (A level)</u> Beliefs (Secularisation or changing- Global Religion) <u>Paper 3 (A level)</u> Crime and Deviance (Marxism, realism, gender)
SPRING TERM	<u>Paper 1</u> Education (Gender differences in educational achievement and subject choice) <u>Paper 2</u> Families and Households (Childhood, divorce, demography) <u>Paper 1 (AS)</u> Methods In Context (Types, Advantages and Disadvantages of methods as applied to studying specific issues in Education)	<u>Paper 2 (A level)</u> Beliefs (Types of Beliefs and groups who believe) <u>Paper 3 (A level)</u> Crime and Deviance (ethnicity, control and punishment, victims, globalisation, state and green crime)
	<u>Paper 1</u> Education (Social Policy and Theoretical views on Education) <u>Paper 2</u> Families and Households (Social policy and diversity) <u>Paper 1 (AS)</u> Methods In Context (Types, Advantages and Disadvantages of methods as applied to studying specific issues in Education)	<u>Paper 2 (A level)</u> Beliefs (Religion as Ideology) <u>Paper 1 and 3 (A level)</u> Theory and Methods (Micro and Macro perspectives, Social Policy, Is sociology a science, Positivism Vs Interpretivism, Objectivity and Values, Globalisation, modernity and Postmodernity)
SUMMER TERM	Revision and Exams	Revision and Exams
	<u>Paper 2 (A level)</u> Beliefs (Definitions and Theoretical perspectives on Religion) <u>Paper 3 (A level)</u> Crime and Deviance (Labelling and media)	Revision and Exams

SUBJECT: Spanish

LT: Sarah Graham

	Year 9 Foundation course for GCSE (1½ terms) (5 lessons)	YEAR 10 GCSE Spanish (AQA) (5 lessons)	YEAR 11 GCSE Spanish (AQA) (5 Lessons)	YEAR 12 AS Spanish (AQA) (9 lessons)	YEAR 13 A2 Spanish (AQA) (9 lessons)
W I N T E R T E R M	Introduction to the Spanish language Phonics/basic greetings/personal information ¡Viva España! An introduction to the Spanish-speaking world Life in Spain- climate, traditions eg typical fiestas Saints days (numbers/months) Geography of Spain Customs & Festivals	Theme 1: Identity and culture Topic 1: Me, my family and friends <i>Relationships with family and friends</i> <i>Marriage/partnership</i>	Theme 2: Local, national, international and global areas of interest Topic 4: Travel and tourism (review)	<u>Artistic Culture in the Spanish-speaking world</u> Spanish Regional Identity; Traditions & Customs Gastronomy Languages Cultural heritage; Prehispanic civilisations & tourist sites	<u>Aspects of political life in the Hispanic world</u> Today's youth, tomorrow's citizens; Young people & their attitude towards politics Unemployment among young people Their ideal society
	My world Home, town, neighbourhood and region The environment	Theme 1: Identity and culture Topic 3: Free-time activities <i>Music</i> <i>Cinema and TV</i> Topic 2: Technology in everyday life <i>Social media</i> <i>Mobile technology</i>	Theme 2: Local, national, international and global areas of interest Topic 2: Social issues <i>Charity/voluntary work</i> <i>Healthy/unhealthy living</i> Topic 3: Global issues <i>The environment</i> <i>Poverty/homelessness</i>	Art & architecture Musical heritage & its diversity <u>Aspects of Hispanic Society</u> Cyberspace The influence of the internet Social networks: benefits & dangers Smartphones in our society	Monarchies and dictatorships; Latin-American dictatorships Popular movements; The effectiveness of demonstrations & strikes The power of the unions Examples of social protests Study of novel – in preparation for Paper 2 writing an essay
S P R I N G T E R M	My education My studies & Life at school/college	Theme 1: Identity and culture Topic 3: Free-time activities <i>Food and eating out</i> <i>Sport</i>	Theme 3: Current & future study & employment Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions	<u>Artistic Culture in the Spanish-speaking world</u> Modern day idols; Singers & musicians Film & TV stars Models	<u>Multiculturalism in Hispanic society</u> Immigration; The benefits & negative aspects Immigration in the Hispanic world Illegal immigrants - problems Racism; Racist & xenophobic attitudes Measures against racism Anti-racist legislation
	French Introduction to the Francophone world Phonics/revision of basics <u>Liberté, égalité, fraternité: The spirit of France</u> Customs & Festivals (life in France- French hand-writing/pen pals/key tourist destinations/French history- what made France the country it is today)	Theme 1: Identity and culture Topic 4: Customs and festivals in Spanish-speaking countries/communities	Revision programme	<u>Aspects of Hispanic Society</u> Modern and traditional values; Changes in the family Attitudes towards marriage & divorce The influence of the Catholic	Integration; Cultural coexistence Education Religion
S U M M E R		Theme 2: Local, national, international and global areas of interest Topic 1: Home, town, neighbourhood and region		<u>Aspects of Hispanic Society</u> Equal rights; Women in the workplace Male chauvinism & feminism Transgender & gay rights	

equality

opportunity

inclusion

achievement



T E R M	French My health Staying active - Sport Healthy/unhealthy living - Food	Theme 2: Local, national, international and global areas of interest Topic 4: Travel and tourism		Bridging week research task to prepare for the A Level course; Aspects of political life in the Hispanic world: Monarchies and dictatorships; Franco's dictatorship The evolution of the monarchy in Spain Film study (Volver – Pedro Almodovar) in preparation for Paper 2 writing an essay Summer work: Independent research project	
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SUBJECT: Technology

LT: Melissa Barnard

	Year 9	YEAR 10 (5 lessons)	YEAR 11 (5 Lessons)	YEAR 12 (9 lessons)	YEAR 13 (9 lessons)
W I N T E R	Design Foundation Individual confidence graph completed on skills Designer responsibilities reflecting on moral, social and environment issues in technology. Product life cycles in relation to marketing and cradle to grave Focus on visual elements and how they work together to inform visual literacy terms that will be used in product analysis Individual confidence graph completed on skills update and self-review	Introduction to Engineering Design structure and assessment framework Level 2 Engineering design Factors that affect Product development Visual drawing systems to BS18888 isometric, oblique, orthographic and perspective. There main uses in industry advantages and disadvantages Importance of effective communication in organisations structures	BTEC Level 2 Engineering design Unit 12 internal coursework LA A Design Icon analysis (Apple Inc. and Dyson) focusing on the factors that influence the design of a new product E.g. Apple watch. Students will complete a visual report for assignment 1 of unit 12	AQA A-level Design and Technology: Product Design Course Introduction Paper 1 initial assessment <i>Paper 1 Technical principals</i> AO3 and 4 Materials, Manufacturing methods and applications (5 lessons) One lesson on maths in technology <i>NEA AO 1 and 2 research and investigating needs and preparing proposals</i> Architecture Project (4 lessons)	AQA A-level Design and Technology: Product Design Course Recap on learning from year 12 <i>Paper 1 and 2 Technical principals and design and make principals</i> AO3 and 4 (5 lessons) One lesson on maths in technology Design for manufacture and production and design communication. Inclusive design <i>NEA AO1 and 2 research and investigating needs and preparing proposals. Project planning and evaluation schedule created</i> Individual project selected by students
	Design Communication Looking at visual expression using common drawing systems such as isometric, oblique, orthographic and perspective. Understanding how computer aided design works and developing skills at perspective designing using Google Sketchup and Techsoft 2D Tools to complete orthographic drawings to scale confidence graph completed on skills update and self-review	Level 2 Engineering design External examination design briefs and specifications Industry site visit and focus on document care, control and use within and engineering company. (Examples of previous visit Nissan Sunderland) Mock examination and self, peer and teacher feedback. Examination strategy and techniques especially for long written answers	BTEC Level 2 Engineering design Unit 12 internal coursework LA B Responding to a design brief to produce a product design specification to industry standards. Focussing all key control points, end user and legal requirements BTEC Level 2 Engineering design Unit 9 external examination LA A,B and C Mock examination and self, peer and teacher feedback. Examination strategy and techniques especially for long written answers	AQA A-level Design and Technology: Product Design <i>Paper 1 Technical principals</i> AO3 and 4 Materials, Manufacturing methods and applications (5 lessons) One lesson on maths in technology <i>NEA AO 1 and 2 research and investigating needs and preparing proposals</i> Architecture Project (4 lessons)	AQA A-level Design and Technology: Product Design <i>Paper 1 and 2 Technical principals and design and make principals</i> AO3 and 4 (5 lessons) One lesson on maths in technology Design methods and processes responsible design <i>NEA AO1 and 2 development of design proposals and presentation to client</i> Individual project selected by students
S P R I N G	Designing in a Team <i>Sustainable Planet Project</i> As a group you will address a ongoing and developing world problem relating to climate change. You will research the problem, create some solutions and model the final solution to scale. This will then be presented as a team as to its benefits and potential to be developed further. Progress skills review, teacher, peer and self.	Level 2 Engineering design Internal coursework Develop understanding of a range of technical specifications for a number of engineered products (E.g. smart phone). Students will select one and analyse for assignment 1 Students will then disassemble a product to look at materials and the technical properties and applications in relation to their chosen products and produce assignment 2	BTEC Level 2 Engineering design Unit 12 internal coursework LA C Design Proposal creation and manufacture to meet the requirements of the PDS. Here students will generate, explain and evaluate their designs in relation to the PDS. They will select one on the basis of their analysis and fully prepare a working model that considers legalities, standards, costs and quantities	AQA A-level Design and Technology: Product Design <i>Paper 1 and 2 Technical principals and design and make principals</i> AO3 and 4 (5 lessons) One lesson on maths in technology Students will look at commercial production, CIM and design legal frameworks Mock examination in February <i>NEA AO 1 and 2 research and investigating needs and preparing proposals</i> Architecture Project (4 lessons)	AQA A-level Design and Technology: Product Design <i>Paper 1 and 2 Technical principals and design and make principals</i> AO3 and 4 (5 lessons) One lesson on maths in technology Quality control and accuracy in manufacture national standards. Health and safety <i>NEA AO1 and 2 prototype development and testing with ongoing feedback</i> Individual project selected by students
	Designing and manufacturing for a client <i>Illuminate project.</i> Here you will develop a personal design to a given structure. Then you will develop and utilise a number of manufacturing techniques to make and test a full working product. That you will be able to take home as a gift or souvenir of your time in technology this year.	Level 2 Engineering design Internal coursework Students will then look at manufacturing methods used in their chosen products and how they relate to the performance specification and scale of manufacture. Students will then complete assignment 3	BTEC Level 2 Engineering design Unit 12 internal coursework LA C Design Proposal creation and manufacture to meet the requirements of the PDS. Here students will generate, explain and evaluate their designs in relation to the PDS. They will select one on the basis of their analysis and fully prepare a working model that considers legalities, standards, costs and quantities	AQA A-level Design and Technology: Product Design <i>Paper 1 and 2 Technical principals and design and make principals</i> AO3 and 4 (5 lessons) One lesson on maths in technology Students will look at commercial production, CIM and design legal frameworks <i>NEA AO 1 and 2 research and investigating needs and preparing proposals</i> Design History Icons Chair Project (4 lessons)	AQA A-level Design and Technology: Product Design <i>Paper 1 and 2 Technical principals and design and make principals</i> AO3 and 4 (5 lessons) One lesson on maths in technology Digital design and manufacture and use of computer systems <i>NEA AO1 and 2 analysis and evaluation</i> Individual project selected by students
S U M M E R	Designing and manufacturing for a client <i>Illuminate project.</i> Here you will develop a personal design to a given structure. Then you will develop and utilise a number of manufacturing techniques to make and test a full working product. That you will be able to take home as a gift or souvenir of your time in technology this year.	Level 2 Engineering design Internal coursework D Quality Issues Students will then investigate quality assurance and ISO9001 Plan Do Act Review and its value in organisational structure. The will research an example of a quality control plan of one of the manufacturing methods they have previously selected. Students will then complete assignment	BTEC Level 2 Engineering design Unit 12 internal coursework LA A Design Icon analysis (Apple Inc. and Dyson) focusing on the factors that influence the design of a new product E.g. Apple watch. Students will complete a visual report for assignment 1 of unit 12	AQA A-level Design and Technology: Product Design <i>Paper 1 and 2 Technical principals and design and make principals</i> AO3 and 4 (5 lessons) One lesson on maths in technology Students will look at commercial marketing and design strategy <i>NEA AO 1 and 2 research and investigating needs and preparing proposals</i> Design History Icons Chair Project (4 lessons)	AQA A-level Design and Technology: Product Design Course Recap on learning <i>Paper 1 and 2 Technical principals and design and make principals</i> AO3 and 4 (5 lessons) One lesson on maths in technology <u>Knowledge review and revision training plan created for examination preparation</u>

equality

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T E R M	Design history impact of change of you and your future Look at key changes in the last 100 years and predict your future STEAM Challenge (<i>Science, technology, engineering, art and maths</i>) To complete the year you will use your skills in all subjects above to complete a series of one hour fun challenges that will stretch your ingenuity.	Level 2 Engineering design Internal coursework Design Icon analysis (Apple Inc. and Dyson) focusing on the factors that influence the design of a new product E.g. Apple watch. Additionally they will look at methods of design communication 2D and 3D Students will complete a visual assignment	BTEC Level 2 Engineering design Unit completion contingency and resit preparation for Unit 9 external examination LA A,B and C Mock examination and self, peer and teacher feedback. Examination strategy and techniques especially for long written answers	AQA A-level Design and Technology: Product Design Paper 1 and 2 <i>Technical principals and design and make principals</i> AO3 and 4 (5 lessons) One lesson on maths in technology Students will look at socio-economic impact of design and major technological developments that shape the world NEA AO 1 and 2 <i>investigation of real design needs and potential clients for year 13</i>	AQA A-level Design and Technology: Product Design Examination preparation Paper 1 and 2 <i>Technical principals and design and make principals</i> AO3 and 4 (5 lessons) <u>Knowledge review and revision training plan created for examination preparation</u> Revision on topics
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SUBJECT: Art, Textiles, Photography

A Gascoigne

	Year 9 (2 lessons)	YEAR 10 (5 lessons)	YEAR 11 (5 Lessons)	YEAR 12 (6 lesson CT/3 lessons AG)	YEAR 13 (7 lesson AG/2 lessons CT)
W I N T E R T E R M	Introduction to Art Activate and Construct- Baseline assessment- still life drawing and written analysis of artist work- Mark Ryden Pumpkin President (3 lessons). Demonstrate and Apply -Development focus- Mark Ryden Looking at developing creative ideas inspired by musical influence. A3 outcome (3 lessons) 3D lesson- Clay Poppy (1 lesson)	Introduction to Textiles 'Flora and Fauna' A02 Activate and Construct -Basic drawing – developing strategies to support development Run through of techniques and processes. To include, but not limited to; Sewing- by hand and machine, embroidery, dying fabrics, fabric embellishment and manipulation, paper manipulation. Homework- 'Journal' documenting techniques	Express yourself A01/A02/A03/A04 Student have started this project in year 10 and have completed 2 artists. Minimum expectations: Artist research x4 First hand images- photography Development ideas x4 Final outcome x 2 https://www.pinterest.co.uk/lynnetticcuss/yr-10-express-yourself/	Key Skill Development GCE A Level Photography (OCR) – Unit 1 Project 1 'Portraiture Through Photography' Introduction to key concepts and overview of course <ul style="list-style-type: none"> • Build on prior knowledge if they have studied GCSE Photography. • Develop an understanding of the formal elements in photography. • Develop technical camera skills. • Develop critical thinking and writing skills around their own photographs and the work of others who inspire them. • Develop knowledge of how to apply to assessment objectives to project work. 	Personal investigation Module A01/A02/A03/A04/A05 Students to resolve their personal investigation started in yr12 Editing and Ideas from Photoshoots and Research. Weekly target setting- Thursday Complete essay A05
	3D module- Birds with Issues 'Surfers against plastics' Students produce a 3D outcome of a bird, which links to local charity work focussing on plastic in our seas, and what the community can do to support this. Activate and Construct- Research into artists and designers with a 3D focus (1 lesson), presenting work (1 lesson), and designing bird outcome- developing idea 'SCAMPER' (2 lessons). Demonstrate and Apply- Realising work from 2D to 3D. (2 lessons) Further contextual research- 'Albatross' film, researching local charity 'surfers against plastics' Video showing making process- https://www.youtube.com/watch?v=heJARjP3lpY	'Flora and Fauna' A01/A02/A03 Demonstrate and Apply -Understanding how to develop an idea Using samples to develop understanding and knowledge- combining techniques Using artist research to inform an idea – Artist research x2 Photographing work Completing mini sketchbook of techniques Outcome- mini sketchbook and journal	Express yourself A01/A02/A03/A04 Minimum expectations: Development ideas x4 Final outcome- clay head Mock exam (5hrs)- During trial exam week Producing final outcome for project	Key Skill Development GCE A Level Photography (OCR) – Unit 1 Project 1 'Portraiture Through Photography' <ul style="list-style-type: none"> • Continue to build on prior knowledge if they have studied GCSE Photography. • Develop Photoshop skills, digital editing skills and manual editing skills. • Develop an understanding of project-based working. • Develop analytical and reflective skills of their own creative work. • Develop outcomes for initial project. • 	Personal investigation Module A01/A02/A03/A04/A05 Students to resolve their personal investigation started in yr12. Focus on experimentation and development Weekly target setting- Thursday Complete essay A05 Final piece A04
S P R I N G T E R M	3D module- Birds with Issues Demonstrate and Apply- Continuation from previous term- Realising work from 2D to 3D. (2 lessons) Activate and Construct- Looking at colour theory and mixing (1 lesson)	'Growth and Decay' A01/A02/A03 Developing a project- 1 st Coursework module 4x Artist research pages Reviewing and refining work Sampling Journal/sketchbook to support development	Exam Project A01/A02/A03/A04 Externally set question, students will be issued the paper on their first lesson back Minimum expectations: Artist research x5 First hand images- photography Development ideas x5 Final outcome	Skill Building & Project Development GCE A Level Photography (OCR) – Unit 1 Project 2 'Urban Environment' <ul style="list-style-type: none"> • Develop understanding of the skills and knowledge gained during project 1. • Students will develop their own starting point within the theme of 'Urban Environment' with teacher guidance. Trip to Edinburgh will support this and start initial ideas for the personal investigation project. • Students will collect and develop evidence for A01 and A03 reflecting upon and refining skills as they develop. 	Exam Project A01/A02/A03/A04 Externally set question, students will be issued the paper on their first lesson back Minimum expectations: Artist research x5 First hand images Experimentation Development ideas Final outcome Weekly target setting- Thursday

	<p>Demonstrate and Apply -applying colour mixing knowledge to apply paint onto sculpture, to enhance 3D (3 lessons)</p> <p>Consolidate and review – evaluate final piece</p>	<p>‘Growth and Decay’ A02/A03 Development of idea Focus on experimentation and developing students understanding of the creative process.</p> <p>Journal/sketchbook to support development</p>	<p>Exam Project A01/A02/A03/A04 Minimum expectations: Artist research x5 First hand images- photography Development ideas x5 Final outcome</p>	<p>Skill Building & Project Development GCE A Level Photography (OCR) – <i>Unit 1 Project 2 ‘Urban Environment’</i></p> <ul style="list-style-type: none"> Students will demonstrate a bigger understanding of annotating their own work and produce a mini supporting essay between 500 – 1500 words. Wider experimentation explored to develop ideas for AO2 and AO4. <p>Clear presentation of final outcomes.</p>	<p>Exam Project A01/A02/A03/A04 Externally set question, students will be issued the paper on their first lesson back</p> <p>Minimum expectations: Artist research x5 First hand images Experimentation Development ideas Final outcome</p> <p>Weekly target setting- Thursday</p>
S U M M E R T E R M	<p>Photography module Activate and Construct- Artist research- photographer (1 Lesson) Introduction to basic photography skills- Composition- Photographing the school (1 lesson)</p> <p>Introduction to Photoshop (1 lesson)</p> <p>Demonstrate and Apply- editing photographs using new skills (1 lesson)</p> <p>Developing editing- physical manipulation. (2 lessons)</p>	<p>‘Growth and Decay’ A04 Final outcome</p> <p>Planning, reviewing and refining final idea</p> <p>Journal/sketchbook to support development</p>	<p>Exam Project A01/A02/A03/A04</p> <p>Exam (10hrs) 11B- 30th April and 1st May 11D- 2nd May and 3rd May All preparatory work submitted by 9.10am 30th April. No work completed once the exam has started.</p> <p>Final coursework deadline.</p>	<p>Skill Building & Project Development GCE A Level Photography (OCR) – <i>Unit 1 Project 3 ‘Personal Investigation’</i></p> <ul style="list-style-type: none"> Students will research and set out a brief for their personal project intentions with initial links to visual research/inspiration. Students will then collect and develop a large range of evidence for A01 and A03. 	<p>Exam Project A01/A02/A03/A04</p> <p>Exam (10hrs) 24th, 25th and 26th April All preparatory work submitted at 9.10 am 24th April. No work completed once the exam has started.</p> <p>Final coursework deadline.</p>
	<p>Printmaking module Activate and Construct- Artist research- printmaker and technique (2 Lessons) Introduction to technique and sketching out image (1 lesson)</p> <p>Demonstrate and Apply- Completing print plate and printing. (3 lessons)</p> <p>Consolidate and review – develop backgrounds and re-print (1 lesson)</p>	<p>‘Growth and Decay’ Completing project Evaluation of process and work</p> <p>Mock exam paper given- research completed over the summer.</p> <p>Sample paper- http://filestore.aqa.org.uk/resources/art-and-design/AQA-8204-SQP.PDF</p>	<p>Moderator visit.</p> <p>Annual CREATE Exhibition- 24th June 4.30-6.30pm</p>	<p>Skill Building & Project Development GCE A Level Photography (OCR) – <i>Unit 1 Project 3 ‘Personal Investigation’</i></p> <ul style="list-style-type: none"> Following inspiration from their photographer research, students edit their photographs by exploring digital editing on Photoshop and manual editing such as working into printed images. Building a strong body of work for AO2. Individual techniques and ideas will be developed using digital and manual skills and processes. Summer project linking to targets and individual student project ideas. 	<p>Moderator visit.</p> <p>Annual CREATE Exhibition- 24th June 4.30-6.30pm</p>